THE WHITE HILLS PARK TRUST

Relationships Education, Relationships and Sex Education (RSHE) and Health Education Policy

Secondary Schools

July 2026

Version control

Scope:	**Applicable to all Trust Schools and the Executive Team**
Review date:	**Summer Term 2027**
Statutory or non-statutory:	**Statutory**
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Introduction

Students need the knowledge and skills that will enable them to make informed and ethical decisions about their well-being, health and relationships. High quality, evidence-based teaching of relationships, sex and health education, (RSHE)can help prepare students for the opportunities and responsibilities of adulthood. RSHE can also promote their moral, social, mental and physical development. High quality RSHE teaching will enable students to develop positive characteristics including resilience, self-worth, self-respect, honesty, integrity, courage, kindness and trustworthiness, The effective delivery of the RSHE curriculum will support the prevention of harms by helping students to understand and identify when things are not right.

At The White Hills Park Trust, we believe that every young person has the right to receive high-quality Relationships Education, Relationships and Sex Education and Health Education that enables them to:

- Understand how to develop healthy, safe and nurturing relationships of all kinds.
- Understand how to keep themselves and others safe, and how to avoid sexually transmitted infections and unplanned pregnancies.
- Learn the importance of respect for oneself and others whilst not encouraging or normalising early sexual experimentation.
- Build confident and self-esteem enabling students to make their own choices about whether or when to develop safe fulfilling and healthy sexual relationships, once they reach the age of consent, and to resist pressure to have sex.
- Develop skills to discuss and critically evaluate complex relationship scenarios.
- Recognise abusive behaviour.
- Learn how to stay safe online.
- . Know how to seek advice and raise concerns.

Our curriculum is rooted in dignity, inclusion, safeguarding and evidence-informed practice. It reflects our commitment to ensuring every child leaves our schools equipped not only with academic success but with the knowledge, character and confidence to lead healthy, safe and fulfilling lives.

Roles and Responsibilities

The Trust Board has overall responsibility for ensuring that this policy complies with statutory requirements, reflects current legislation and guidance, and supports the Trust's strategic commitment to safeguarding, inclusion and high-quality education. Trustees will receive appropriate assurance that the policy is implemented effectively across all Trust schools.

Local Governing Bodies will provide appropriate oversight and challenge, ensuring that the school fulfils its statutory duties, reflects the needs of its community and monitors the effectiveness of the RSHE provision.

The Headteacher is responsible for ensuring that RSHE is delivered effectively within the school, that the curriculum meets the requirements of the statutory guidance, and that teaching is age-appropriate, evidence-informed and inclusive. The Headteacher will ensure that appropriate arrangements are in place for staff training, quality assurance, parental engagement, safeguarding, the management of requests to withdraw from sex education, and the monitoring and evaluation of curriculum impact.

The Senior Leader with responsibility for RSHE will oversee the planning, coordination, implementation and review of the curriculum. They will ensure that curriculum content is sequenced appropriately, reflects local safeguarding needs, supports pupils with SEND, is informed by pupil voice and parental engagement, and remains responsive to emerging risks, including those relating to online safety, sexual harassment, exploitation and violence against women and girls.

Teaching staff are responsible for delivering RSHE professionally, objectively and sensitively, creating a safe learning environment where pupils can ask questions, explore issues respectfully and know how to access support. Staff will maintain appropriate professional boundaries, follow the school's safeguarding procedures at all times and report any concerns in accordance with Keeping Children Safe in Education.

All staff have a responsibility to promote respectful relationships, model the Trust's values, contribute to a positive and inclusive culture, and recognise that safeguarding is everyone's

responsibility. Any disclosures or concerns arising from RSHE lessons will be managed in line with the school's safeguarding and child protection procedures.

Parents and carers are recognised as the primary educators of their children and are important partners in RSHE. Schools will work collaboratively with parents by providing clear information about the curriculum, making teaching materials available where appropriate, consulting on policy development and respecting parents' statutory right to request withdrawal from designated elements of sex education, in accordance with national guidance.

Students are expected to participate respectfully in lessons, contribute positively to discussion, demonstrate respect for the views and experiences of others, and seek support from trusted adults where they have questions or concerns. Through the curriculum, pupils will be supported to become informed, responsible and respectful citizens who understand how to keep themselves and others safe.

Relationship to other Policies and Publications

Relationships and sex education (RSE) and health education - GOV.UK

Keeping children safe in education 2026: part one information for all school and college staff

https://www.gov.uk/government/publications/working-together-to-safeguard-children--2

SEND code of practice: 0 to 25 years - GOV.UK

National curriculum in England: citizenship programmes of study - GOV.UK

Behaviour in schools - GOV.UK

Technical guidance for schools in England | EHRC

Alternative provision - GOV.UK

Mental health and behaviour in schools - GOV.UK

Promoting children and young people's mental health and wellbeing - GOV.UK

Domestic Abuse Statutory Guidance

Preventing bullying - GOV.UK

Teaching online safety in schools - GOV.UK

Guidance | EHRC

Advice template (Promoting Fundamental British Values as part of SMSC in Schools)

Guidance for Schools and Colleges: Gender Questioning Children - Department for Education - Citizen Space (Currently in draft, to be finalised after consultation)

Policy Development

This policy has been developed in consultation with staff, learners and parents. The consultation and policy development process involved the following:

- Staff consultation
- Parent/stakeholder consultation (including access to curriculum materials)
- Student consultation
- Local governing Body consultation
- Education Standards Consultation
- Trust Board approval of the RSHE policy

Managing Difficult Questions

The White Hills Park Trust recognises that pupils may ask sensitive or challenging questions during RSHE lessons. Staff will establish clear ground rules that promote respectful discussion and create a safe, inclusive learning environment where pupils feel able to ask questions without fear of judgement. Questions will be answered honestly, accurately and in an age-appropriate manner, drawing on evidence-based information and the statutory curriculum. Staff will exercise professional judgement and will not provide personal opinions or information that falls outside the planned curriculum or is inappropriate for the age or maturity of the class.

Where a question requires a more individual response or raises a safeguarding concern, the member of staff will respond in accordance with the school's safeguarding and child protection procedures and, where appropriate, refer the pupil to appropriate sources of support.

Staff will make clear that confidentiality cannot be guaranteed where there is a concern that a child may be at risk of harm. Anonymous question boxes or similar approaches may be used to encourage pupils to raise questions safely, enabling teachers to address misconceptions while ensuring that responses remain accurate, inclusive and consistent with statutory guidance.

Delivery of RSE and RSHE (Secondary)

RSHE should make a clear progression from primary RSHE. RSHE will cover a range of topics, including topics relating to abusive behaviour. RSHE will also teach students how to stay safe online and will make clear that being a victim of abuse is never the fault of the student.

The RSHE curriculum will continue to develop knowledge of topics specified for primary children and in addition cover the following content by the end of secondary education.

Application of this Policy for Special Schools

This policy is implemented in a way that reflects the individual strengths, needs and developmental stages of pupils with special educational needs and disabilities (SEND). The Trust is committed to ensuring that all pupils have equitable access to a high-quality RSHE curriculum that prepares them for adulthood, promotes independence, and enables them to build safe, healthy and respectful relationships.

Learning is carefully adapted through personalised planning, appropriate communication approaches, visual supports, structured repetition and practical teaching strategies to ensure pupils can access and retain key knowledge and skills. The curriculum places a strong emphasis on personal safety, consent, privacy, recognising healthy and unhealthy relationships, online safety, emotional regulation, self-advocacy and understanding how to seek help from trusted adults.

Teaching is delivered at a pace and level appropriate to each pupil's cognitive, emotional and communication needs, whilst maintaining high expectations and preserving pupils' dignity. Staff work closely with parents, carers and, where appropriate, external professionals to ensure that learning is consistent, meaningful and responsive to individual needs. As with all Trust schools, any safeguarding concerns arising through RSHE are managed in accordance with statutory safeguarding guidance and the school's child protection procedures.

Families Curriculum

Curriculum content:

1. That there are different types of committed, committed relationships.

2. How these relationships might contribute to wellbeing, and their importance for bringing up children.

3. Why marriage or civil partnership is an important relationship choice for many couples. The legal status of marriage and civil partnership, including that they carry legal rights, benefits and protections that are not available to couples who are cohabiting or who have, for example, undergone a non-legally binding religious ceremony.

4. That 'common-law marriage' is a myth, and cohabitants do not obtain marriage-like status or rights from living together or by having children.

5. That forced marriage and marrying before the age of 18 are illegal.

6. How families and relationships change over time, including through birth, death, separation and new relationships.

7. The roles and responsibilities of parents with respect to raising children, including the characteristics of successful parenting and the importance of the early years of a child's life for brain development.

8. How to judge when a relationship is unsafe and where to seek help when needed, including when pupils are concerned about violence, harm, or when they are unsure who to trust.

Online Safety and Awareness

Curriculum content:

1. Rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.

2. Online risks, including the importance of being cautious about sharing personal information online and of using privacy and location settings appropriately to protect information online. Pupils should also understand the difference between public and private online spaces and related safety issues.

3. The characteristics of social media, including that some social media accounts are fake, and / or may post things which aren't real / have been created with AI. That social media users may say things in more extreme ways than they might in face-to-face situations, and that some users present highly exaggerated or idealised profiles of themselves online.

4. Not to provide material to others that they would not want to be distributed further and not to pass on personal material which is sent to them. Pupils should understand that any

material provided online might be circulated, and that once this has happened there is no way of controlling where it ends up. Pupils should understand the serious risks of sending material to others, including the law concerning the sharing of images.

5. That keeping or forwarding indecent or sexual images of someone under 18 is a crime, even if the photo is of themselves or of someone who has consented, and even if the image was created by the child and/or using AI generated imagery. Pupils should understand the potentially serious consequences of acquiring or generating indecent or sexual images of someone under 18, including the potential for criminal charges and severe penalties including imprisonment. Pupils should know how to seek support and should understand that they will not be in trouble for asking for help, either at school or with the police, if an image of themselves has been shared. Pupils should also understand that sharing indecent images of people over 18 without consent is a crime.

6. What to do and how to report when they are concerned about material that has been circulated, including personal information, images or videos, and how to manage issues online.

7. About the prevalence of deepfakes including videos and photos, how deepfakes can be used maliciously as well as for entertainment, the harms that can be caused by deepfakes and how to identify them.

8. That the internet contains inappropriate and upsetting content, some of which is illegal, including unacceptable content that encourages misogyny, violence or use of weapons. Pupils should be taught where to go for advice and support about something they have seen online. Pupils should understand that online content can present a distorted picture of the world and normalise or glamorise behaviours which are unhealthy and wrong.

9. That social media can lead to escalations in conflicts, how to avoid these escalations and where to go for help and advice.

10. How to identify when technology and social media is used as part of bullying, harassment, stalking, coercive and controlling behaviour, and other forms of abusive and/or illegal behaviour and how to seek support about concerns.

11. That pornography, and other online content, often presents a distorted picture of people and their sexual behaviours and can negatively affect how people behave towards sexual

partners. This can affect pupils who see pornographic content accidentally as well as those who see it deliberately. Pornography can also portray misogynistic behaviours and attitudes which can negatively influence those who see it.

12. How information and data is generated, collected, shared and used online.

13. That websites may share personal data about their users, and information collected on their internet use, for commercial purposes (e.g. to enable targeted advertising).

14. That criminals can operate online scams, for example using fake websites or emails to extort money or valuable personal information. This information can be used to the detriment of the person or wider society. About risks of sextortion, how to identify online scams relating to sex, and how to seek support if they have been scammed or involved in sextortion.

15. That AI chatbots are an example of how AI is rapidly developing, and that these can pose risks by creating fake intimacy or offering harmful advice. It is important to be able to critically think about new types of technology as they appear online and how they might pose a risk.

Being Safe

Curriculum content:

1. How to recognise, respect and communicate consent and boundaries in relationships, including in early romantic relationships (in all contexts, including online) and early sexual relationships that might involve kissing or touching. That kindness and care for others requires more than just consent.

2. That there are a range of strategies for identifying, resisting and understanding pressure in relationships from peers or others, including sexual pressure, and how to avoid putting pressure on others.

3. How to determine whether other children, adults or sources of information are trustworthy, how to judge when a relationship is unsafe (and recognise this in the relationships of others); how to seek help or advice, including reporting concerns about others, if needed.

4. How to increase their personal safety in public spaces, including when socialising with friends, family, the wider community or strangers. Pupils should learn ways of seeking help when needed and how to report harmful behaviour. Pupils should understand that there are strategies they can use to increase their safety, and that this does not mean they will be blamed if they are victims of harmful behaviour. Pupils might reflect on the importance of trusting their instincts when something doesn't feel right and should understand that in some situations a person might appear trustworthy but have harmful intentions.

5. What constitutes sexual harassment or sexual violence, and that such behaviour is unacceptable, emphasising that it is never the fault of the person experiencing it.

6. That sexual harassment includes unsolicited sexual language / attention / touching, taking and/or sharing intimate or sexual images without consent, public sexual harassment, pressuring other people to do sexual things, and upskirting.

7. The concepts and laws relating to sexual violence, including rape and sexual assault.

8. The concepts and laws relating to harmful sexual behaviour, which includes all types of sexual harassment and sexual violence among young people but also includes other forms of concerning behaviour like using age-inappropriate sexual language.

9. The concepts and laws relating to domestic abuse, including controlling or coercive behaviour, emotional, sexual, economic or physical abuse, and violent or threatening behaviour.

10. That fixated, obsessive, unwanted and repeated behaviours can be criminal, and where to get help if needed.

11. The concepts and laws relating to harms which are exploitative, including sexual exploitation, criminal exploitation and abuse, grooming, and financial exploitation.

12. The concepts and laws relating to forced marriage.

13. The physical and emotional damage which can be caused by female genital mutilation (FGM), virginity testing and hymenoplasty, where to find support, and the law around these areas. This should include that it is a criminal offence for anyone to perform or assist in the performance of FGM, virginity testing or hymenoplasty, in the UK or abroad, or to fail to protect a person under 16 for whom they are responsible.

14. That strangulation and suffocation are criminal offences, and that strangulation (applying pressure to the neck) is an offence, regardless of whether it causes injury. That any activity that involves applying force or pressure to someone's neck or covering someone's mouth and nose is dangerous and can lead to serious injury or death.

15. That pornography presents some activities as normal which many people do not and will never engage in, some of which can be emotionally and/or physically harmful. 16. How to seek support for their own worrying or abusive behaviour or for worrying or abusive behaviour they have experienced from others, including information on where to report abuse, and where to seek medical attention when required, for example after an assault.

Intimate and Sexual Relationships, Including Sexual Health

Curriculum content:

1. That sex, for people who feel ready and are over the age of consent, can and should be enjoyable and positive.

2. The law about the age of consent, that they have a choice about whether to have sex, that many young people wait until they are older, and that people of all ages can enjoy intimate and romantic relationships without sex.

3. Sexual consent and their capacity to give, withhold or remove consent at any time, even if initially given, as well as the considerations that people might take into account prior to sexual activity, e.g. the law, faith and family values. That kindness and care for others require more than just consent.

4. That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing.

5. That some sexual behaviours can be harmful.

6. The facts about the full range of contraceptive choices, efficacy and options available, including male and female condoms, and signposting towards medically accurate online information about sexual and reproductive health to support contraceptive decision making.

7. That there are choices in relation to pregnancy. Pupils should be given medically and legally accurate and impartial information on all options, including keeping the baby, adoption, abortion and where to get further help.

8. How the different sexually transmitted infections (STIs), including HIV, are transmitted. How risk can be reduced through safer sex (including through condom use). The use and availability of the HIV prevention drugs Pre-Exposure Prophylaxis (PrEP) and Post Exposure Prophylaxis (PEP) and how and where to access them. The importance of, and facts about, regular testing and the role of stigma

9. The prevalence of STIs, the short- and long-term impact they can have on those who contract them and key facts about treatment.

10. How the use of alcohol and drugs can lead people to take risks in their sexual behaviour.

11. How and where to seek support for concerns around sexual relationships including sexual violence or harms.

12. How to counter misinformation, including signposting towards medically accurate information and further advice, and where to access confidential sexual and reproductive health advice and treatment.

Health and Wellbeing (Secondary)

Teaching of health and wellbeing should, like the RSE, build content from the primary curriculum. The curriculum will support students to understand their changing bodies and feelings, whilst learning how to protect their own health and wellbeing. The curriculum will also enable students to identify when a physical or mental health issue requires attention.

Mental Wellbeing

Curriculum content:

1. How to talk about their emotions accurately and sensitively, using appropriate vocabulary.

2. The benefits and importance of physical activity, sleep, time outdoors, community participation and volunteering or acts of kindness for mental wellbeing and happiness.

3. That happiness is linked to being connected to others. Pupils should be supported to understand what makes them feel happy and what makes them feel unhappy, while

recognising that loneliness can be for most people an inevitable part of life at times and is not something of which to be ashamed.

4. That worrying and feeling down are normal, can affect everyone at different times and are not in themselves a sign of a mental health condition, and that managing those feelings can be helped by seeing them as normal.

5. Characteristics of common types of mental ill health (e.g. anxiety and depression), including carefully presented factual information about the prevalence and characteristics of more serious mental health conditions. This should not be discussed in a way that encourages normal feelings to be labelled as mental health conditions.

6. How to critically evaluate which activities will contribute to their overall wellbeing.

7. Understanding how to overcome anxiety or other barriers to participating in fun, enjoyable or rewarding activities – that it's possible to overcome those barriers using coping strategies, and that finding the courage to participate in activities which initially feel challenging may decrease anxiety over time rather than increasing it.

8. That gambling can lead to serious mental health harms, including anxiety, depression, and suicide, and that some gambling products are more likely to cause these harms than others

9. That the co-occurrence of alcohol/drug use and poor mental health is common and that the relationship is bi-directional: mental health problems can increase the risk of alcohol/drug use, and alcohol/drug use can trigger mental health problems or exacerbate existing ones. That stopping smoking can improve people's mental health and decrease anxiety.

Wellbeing Online

Curriculum content:

1. About the benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.

2. The similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including

through setting unrealistic expectations for body image); how people may curate a specific image of their life online; the impact that an over-reliance on online relationships, including relationships formed through social media, can have.

3. How to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.

4. The risks related to online gambling and gambling-like content within gaming, including the accumulation of debt.

5. How advertising and information is targeted at them and how to be a discerning consumer of information online, understanding the prevalence of misinformation and disinformation online, including conspiracy theories.

6. The risks of illegal behaviours online, including drug and knife supply or the sale or purchasing of illicit drugs online.

7. The serious risks of viewing online content that promotes self-harm, suicide or violence, including how to safely report this material and how to access support after viewing it.

Physical Health and Fitness

Curriculum content:

1. The characteristics of a healthy lifestyle, including physical activity and maintaining a healthy weight, including the links between an inactive lifestyle and ill-health, including cardiovascular ill-health.

2. Factual information about the prevalence and characteristics of more serious health conditions.

3. That physical activity can promote wellbeing and combat stress. 4. The science relating to blood, organ and stem cell donation.

Healthy Eating

Curriculum content:

1. How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay, unhealthy weight gain, and cardiovascular disease.

2. The risks of unhealthy weight gain, including increased risks of cancer, type 2 diabetes and cardiovascular disease.

3. The impacts of alcohol on diet and unhealthy weight gain.

Drugs, Alcohol, Tobacco and Vaping

Curriculum content:

1. The facts about which drugs are illegal, the risks of taking illegal drugs, including the increased risk of potent synthetic drugs being added to illegal drugs, the risks of illicit vapes containing drugs, illicit drugs and counterfeit medicines, and the potential health harms, including the link to poor mental health.

2. The law relating to the supply and possession of illegal substances.

3. The physical and psychological risks associated with alcohol consumption. What constitutes low risk alcohol consumption in adulthood, and the legal age of sale for alcohol in England. Understanding how to increase personal safety while drinking alcohol, including how to decrease the risks of having a drink spiked or of poisoning from potentially fatal substances such as methanol.

4. The physical and psychological consequences of problem-use of alcohol, including alcohol dependency.

5. The dangers of the misuse of prescribed and over-the-counter medicines.

6. The facts about the multiple serious harms from smoking tobacco (particularly the link to lung cancer and cardiovascular disease), the benefits of quitting and how to access support to do so.

7. The facts about vaping, including the harms posed to young people, and the role that vapes can play in helping adult smokers to quit.

Health Protection and Prevention, and Understanding the Healthcare System

Curriculum content:

1. Personal hygiene, germs and how they are spread, including bacteria and viruses, treatment and prevention of infection, and about antibiotics.

2. Dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste and cleaning between teeth, reducing consumption of sugar-containing food and drinks, and regular check-ups at the dentist.

3. How and when to self-care for minor ailments, and the role of pharmacists as knowledgeable healthcare professionals.

4. The importance of taking responsibility for their own health, and the benefits of regular self-examination and screening.

5. The facts and scientific evidence relating to vaccination, immunisation and antimicrobial resistance. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.

6. The importance of sufficient good-quality sleep for good health, the importance of screen-free time before bed and removing phones from the bedroom, and how a lack of sleep can affect weight, mood and ability to learn.

7. The importance of healthy behaviours before and during pregnancy, including the importance of pre-conception health, including taking folic acid. The importance of pelvic floor health. Information on miscarriage and pregnancy loss, and how to access care and support.

8. How to navigate their local healthcare system: what a GP is; when to use A&E / minor injuries; accessing sexual health and family planning clinics; the role of local pharmacies; and how to seek help via local third sector partners which may have specialist services.

9. The concept of Gillick competence. That the legal age of medical consent is 16. That before this, a child's parents will have responsibility for consenting to medical treatment on their behalf unless they are Gillick competent to take this decision for themselves. Pupils should understand the circumstances in which someone over 16 may not be deemed to have capacity to make decisions about medical treatment.

Personal Safety

Curriculum content:

1. How to identify risk and manage personal safety in increasingly independent situations, including around roads, railways – including level crossings - and water (including the water

safety code), and in unfamiliar social or work settings (for example the first time a young person goes on holiday without their parents).

2. How to recognise and manage peer influence in relation to risk-taking behaviour and personal safety, including peer influence online and on social media.

3. How to develop key social and emotional skills that will increase pupils' safety from involvement in conflict and violence. These include skills to support self-awareness, self-management, social awareness, relationship skills and responsible decision making, as well as skills to recognise and manage peer pressure.

4. Understanding which trusted adults they can talk to if pupils are worried about violence and/or knife crime.

5. The law as it relates to knives and violence. Content and examples should relate to the local context and avoid using fear as an educational tool. Children should be taught that carrying weapons is uncommon and should not be scared into the perception that many young people are carrying knives (which can lead to the misconception that they need to carry a knife too).

6. The risks and signs that they may be at risk of grooming or exploitation, and how to seek help where there is a concern.

Basic First Aid

Curriculum content:

1. Basic treatment for common injuries and ailments.

2. Life-saving skills, including how to administer CPR.

3. The purpose of defibrillators, when one might be needed and who can use them.

Developing Bodies

Curriculum content:

1. The main changes which take place in males and females, and the implications for emotional and physical health.

2. The facts about puberty, the changing adolescent body, including brain development.

3. About menstrual and gynaecological health, including: what is an average period; period problems such as premenstrual syndrome; heavy menstrual bleeding; endometriosis; and polycystic ovary syndrome (PCOS). When to seek help from healthcare professionals.

4. The facts about reproductive health, including fertility and menopause, and the potential impact of lifestyle on fertility for men and women.

Parents/Carers Right to Withdraw

Parents have the right to request that their child be withdrawn from some, or all of the RSE curriculum. However, parents do not have the right to withdraw their child from relationships and health education, nor can they be withdrawn from topics taught as part of the science curriculum, including topics relating to puberty or sexual reproduction.

Headteachers and leaders in schools will discuss the request to withdraw with parents and carers, and if appropriate, with the student, to understand the request. From three terms before a student turns 16, a student can choose to opt back into RSE even if their parent has requested withdrawal.

The school will provide appropriate education during the period of withdrawal.

Equality

We will comply with the relevant requitements of the Equality Act 2010, including the Public Sector Equality Duty (PSED) when delivering the RSHE curriculum.

For students with special educational needs and disabilities (SEND), teaching will be adapted and personalised.

Diversity, Equity and Inclusion Statement.

The White Hills Park Trust is committed to fostering a diverse, inclusive and equitable learning environment where every student is valued and respected.

Religion and Belief

The White Hills Park Trust is sensitive and respectful of the religious background of our students, and we will comply with the relevant provision of the Equality Act 2010, under which religion or belief are protected characteristics.

Please see the Alderman White RSHE Policy for details of our curriculum and monitoring, evaluation and review statements.