

Equal Opportunities Annual Report



Autumn 2025

Hillview School for Girls has a strong belief in the value of our community and the benefits of collaboration and partnership to support every individual to achieve their pure potential. The school aims to:

- To provide fair and enriching opportunities for all members of our community
- To promote diversity within society and acceptance of all members of society
- To celebrate our individuality
- To educate and develop positive attitudes and celebrate the differences within society and what makes each of us unique.
- To help ensure that discrimination does not occur within our community
- To ensure no one is disadvantaged because of their age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex; sexual orientation.
- To respond rapidly and fairly where (in an extremely rare event) discrimination/verbal or physical abuse are against a member of the Hillview community in relation to the protected characteristics.
- Set out the process that supports reporting in a way that does not further disadvantage
- Set out commonly accepted terminology to avoid causing offence

This annual report aims to evaluate how well the school is meeting these aims.

Content

Demographics and diversity – students

Demographics and diversity – staff

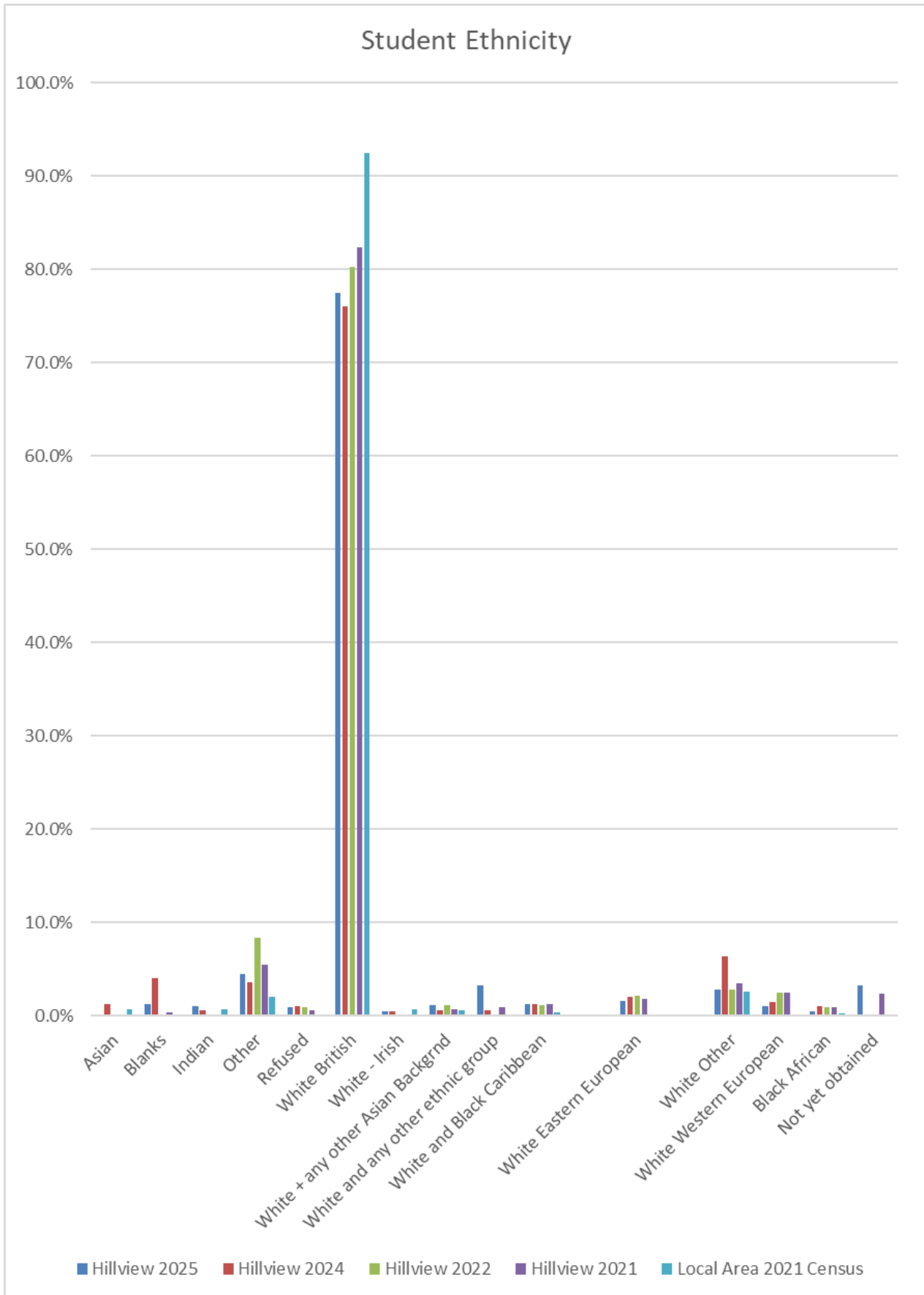
Equality and diversity promotion in the curriculum

Equality and diversity supported by behaviour

Equality and diversity promotion in the extra-curricular activities

The Hillview community – Demographics and diversity

Student community



STUDENT DEMOGRAPHIC	2025		2024		2022		2021		Tonbridge & Malling (2021 Census)
	Total								
	1523		1562		1523		1418		
ETHNICITY									
Afghan	1	0.1%	3	0.2%	2	0.1%	1	0.1%	
Albanian	1	0.1%	1	0.1%	1	0.1%	1	0.1%	
Any Other Asian Background	1	0.1%	2	0.1%					
Any Other Black Background	1	0.1%	2	0.1%	2	0.1%	3	0.2%	0.3%
Any Other Mixed Background	3	0.2%	2	0.1%					
Any Other White Background	6	0.4%	5	0.3%					
Arab							1	0.1%	0.1%
Asian - British	1	0.1%							
Asian and any other ethnic group	2	0.1%	2	0.1%	2	0.1%	2	0.1%	
Asian and Chinese	1	0.1%							
Bangladeshi	5	0.3%	5	0.3%	2	0.1%	4	0.3%	0.3%
Black - African	7	0.5%	13	0.8%	13	0.9%	13	0.9%	0.7%
Black - Nigerian	2	0.1%	2	0.1%					
Black and any other ethnic group	1	0.1%	3	0.2%	1	0.1%	1	0.1%	
Blanks	19	1.2%	33	2.1%	2	0.1%	4	0.3%	
Chinese	6	0.4%	9	0.6%	10	0.7%	4	0.3%	0.5%
Egyptian			1	0.1%					
Filipino	1	0.1%	3	0.2%	2	0.1%	2	0.1%	
Greek Cypriot	1	0.1%	1	0.1%	1	0.1%	3	0.2%	
Gypsy					1	0.1%	1	0.1%	0.3%
Gypsy/Roma	3	0.2%	8	0.5%	5	0.3%	2	0.1%	0.1%
Hong Kong Chinese	7	0.5%	6	0.4%					
Indian	15	1.0%	10	0.6%	6	0.4%	6	0.4%	1.2%
Information Not Yet Obtained	48	3.2%	29	1.9%	31	2.0%	3	0.2%	
Iranian	1	0.1%	1	0.1%					
Kurdish			1	0.1%	2	0.1%	2	0.1%	
Latin/South/Central American	3	0.2%	2	0.1%	2	0.1%	3	0.2%	
Lebanese					1	0.1%	1	0.1%	
Nepali	4	0.3%	3	0.2%	3	0.2%	2	0.1%	
Other Asian	1	0.1%	1	0.1%					0.8%
Other Ethnic Group	3	0.2%	1	0.1%					0.5%
Other Gypsy/Roma	1	0.1%	1	0.1%					
Other Mixed Background	7	0.5%	5	0.3%	4	0.3%	4	0.3%	0.6%
Other White British	18	1.2%	22	1.4%	14	0.9%	8	0.6%	
Pakistani	2	0.1%	2	0.1%	1	0.1%	1	0.1%	0.2%
Portuguese	3	0.2%	3	0.2%	3	0.2%	1	0.1%	
Refused	14	0.9%	16	1.0%	14	0.9%	9	0.6%	
Sri Lankan Sinhalese							1	0.1%	
Thai					1	0.1%	1	0.1%	
Traveller of Irish heritage							1	0.1%	
Turkish	5	0.3%	5	0.3%	3	0.2%	3	0.2%	
Turkish Cypriot	1	0.1%	3	0.2%	2	0.1%	2	0.1%	
White - British	161	10.6%	137	8.8%	34	2.2%			88.3%
White - Cornish	1	0.1%	1	0.1%	4	0.3%	4	0.3%	
White - English	1015	66.6%	1054	67.5%	1176	77.2%	1155	81.5%	
White - Scottish	1	0.1%	2	0.1%	4	0.3%	5	0.4%	
White - Irish	8	0.5%	6	0.4%	3	0.2%			0.6%
White - Welsh	2	0.1%	2	0.1%	1	0.1%	1	0.1%	
White and any other Asian Background	12	0.8%	10	0.6%	16	1.1%	10	0.7%	0.5%
White and any other ethnic group	11	0.7%	10	0.6%	8	0.5%	13	0.9%	
White and Asian	4	0.3%	3	0.2%	1	0.1%			
White and Black African	5	0.3%	6	0.4%	5	0.3%	6	0.4%	0.3%
White and Black Caribbean	18	1.2%	18	1.2%	16	1.1%	17	1.2%	0.8%
White and Indian	4	0.3%	4	0.3%	9	0.6%	8	0.6%	
White and Pakistani	5	0.3%	3	0.2%					
White Eastern European	24	1.6%	31	2.0%	32	2.1%	25	1.8%	
White European	9	0.6%	7	0.4%	3	0.2%			
White Other	33	2.2%	38	2.4%	42	2.8%	50	3.5%	3.9%
White Western European	15	1.0%	24	1.5%	38	2.5%	34	2.4%	

GENDER								
Female	1455	95.5%	1487	95.2%	1457	95.7%	1365	96.3%
Male	68	4.5%	75	4.8%	66	4.3%	53	3.7%

SEN								
SEN Status	291	19.1%	176	11.3%	186	12.2%	155	10.9%

STUDENT DEMOGRAPHIC	2025		2024		2022		2021		2025		2024		2022		2021	
	Y13								Y13 Leadership Team							
	155		177		144		159		17		15		14		12	

ETHNICITY																
Afghan																
Albanian																
Any Other Asian Background			2	1.1%												
Any Other Black Background																
Any Other Mixed Background																
Any Other White Background	1	0.6%	1	0.6%												
Arab																
Asian - British																
Asian and any other ethnic group																
Asian and Chinese																
Bangladeshi					1	0.7%	2	1.3%								
Black - African					1	0.7%	1	0.6%						1	8.3%	
Black - Nigerian			1	0.6%												
Black and any other ethnic group																
Blanks																
Chinese					1	0.7%										
Egyptian			1	0.6%												
Filipino																
Greek Cypriot							1	0.6%								
Gypsy																
Gypsy/Roma					1	0.7%										
Hong Kong Chinese																
Indian					1	0.7%	2	1.3%						1	8.3%	
Information Not Yet Obtained	20	12.9%							4	23.5%						
Iranian																
Kurdish																
Latin/South/Central American																
Lebanese																
Nepali	1	0.6%			1	0.7%										
Other Asian																
Other Ethnic Group																
Other Gypsy/Roma																
Other Mixed Background					1	0.7%										
Other White British	2	1.3%	1	0.6%	1	0.7%							1	7.1%		
Pakistani	1	0.6%	1	0.6%												
Portuguese																
Refused	3	1.9%	1	0.6%	1	0.7%	1	0.6%	1	5.9%						
Sri Lankan Sinhalese							1	0.6%								
Thai																
Traveller of Irish heritage																
Turkish	1	0.6%	1	0.6%												
Turkish Cypriot			2	1.1%												
White - British	26	16.8%	22	12.4%					3	17.6%						
White - Comish	1	0.6%														
White - English	90	58.1%	119	67.2%	115	79.9%	131	82.4%	8	47.1%			9	64.3%	9	75.0%
White - Scottish					2	1.4%	1	0.6%								
White - Irish																
White - Welsh																
White and any other Asian Background			1	0.6%	3	2.1%							1	7.1%		
White and any other ethnic group			1	0.6%			1	0.6%							1	8.3%
White and Asian	1	0.6%	1	0.6%					1	5.9%						
White and Black African							2	1.3%								
White and Black Caribbean	1	0.6%			1	0.7%	2	1.3%								
White and Indian	1	0.6%			1	0.7%	1	0.6%								
White and Pakistani																
White Eastern European			5	2.8%	2	1.4%	1	0.6%								
White European	2	1.3%	1	0.6%	4	2.5%										
White Other	2	1.3%	8	4.5%	5	3.5%	8	5.0%					1	7.1%		
White Western European	2	1.3%	8	4.5%	6	4.2%	4	2.5%					2	14.3%		

GENDER																
Female	132	85.2%			127	88.2%	135	84.9%	16	94.1%			14	100.0%	11	91.7%
Male	23	14.8%			17	11.8%	24	15.1%	1	5.9%					1	8.3%
SEN																
SEN Status	23	14.8%			10	6.9%	6	3.8%	2	11.8%						

Although a number students in the Sixth Form and the lower school identify as being of a different gender although none have had their gender formally reassigned.

STAFF DEMOGRAPHIC

2025	2024	2022	2021
Whole Staff			
188	185	161	171

GENDER								
Female	160	85.1%	157	84.9%	142	88.2%	147	86.0%
Male	28	14.9%	28	15.1%	19	11.8%	24	14.0%

ETHNICITY								
Any other ethnic background	5	2.7%	5	2.7%	4	2.5%	2	1.2%
Asian or Asian British, Any other Asian Background	5	2.7%	4	2.2%	4	2.5%	3	1.8%
Asian or Asian British, Bangladeshi							1	0.6%
Asian or Asian British, Indian	4	2.1%	4	2.2%	4	2.5%	2	1.2%
Black or Black British, Any other Black background	3	1.6%	2	1.1%	2	1.2%	1	0.6%
Black or Black British, Caribbean	3	1.6%	2	1.1%	5	3.1%	2	1.2%
Blank	14	7.4%	15	8.1%			4	2.3%
Not Obtained	2	1.1%	2	1.1%			2	1.2%
White, any other White Background	16	8.5%	17	9.2%	15	9.3%	14	8.2%
White, British	136	72.3%	134	72.4%	127	78.9%	140	81.9%

Average age of Hillview staff	43	43	42	43
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Number of staff with a disability	3	4	6	5
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STAFF DEMOGRAPHIC	2025				2024				2022				2021				Tonbridge & Malling (2021 Census)
	MLs & TLR holders								SLT								
	20				23				24				22				
GENDER																	
Female	15	75.0%	17	73.9%	18	75.0%	18	82%	8	89%	6	86%	9	####	7	78%	
Male	5	25.0%	6	26.1%	6	25.0%	4	18%	1	11%	1	14%		0.0%	2	22%	
ETHNICITY																	
Any other ethnic background																	3.4%
Asian or Asian British, Any other Asian Background																	1.3%
Asian or Asian British, Bangladeshi																	0.3%
Asian or Asian British, Indian																	1.2%
Black or Black British, Any other Black background																	1.0%
Black or Black British, Caribbean	1	5.0%	1	4.3%	2	8.3%	1	5%							1	11%	
Blank																	
Not Obtained									1	11%							
White, any other White Background	4	20.0%	4	17.4%	5	20.8%	4	18%			1	14%	1	11.1%	1	11%	4.5%
White, British	15	75.0%	18	78.3%	17	70.8%	17	77%	8	89%	6	86%	8	88.9%	7	78%	88.3%
Average age of Hillview staff																	
	44		43		41		42		44		48		46		47		

Equality and diversity promotion in the curriculum

Although diversity and equality are values promoted across the curriculum as part of the Hillview's 4 Is, some areas of the curriculum deal more substantially with the understanding and development of these values.

English

The English Department review their curriculum yearly to ensure maximum diversity of texts and themes.

This, for the most part, means aiming to move beyond the traditional tendency to only cover literature/non-fiction writing by white, male authors (although these are still dominant at GCSE and A Level due to the current list of set texts).

The department now covers the following content:

Year 7

- A unit on poetry from different time periods and countries, now including texts on equality issues such as the civil rights movement and refugees' experiences.
- One-week focus explicitly on the immigrant experience, where students are asked to empathise with and imagine this.
- Our 'detective fiction' unit moves away from the starting point of the Victorian classes to centre around a key text by an Indian author, set in India, and requires teaching of the context.
- Our myths, legends and fairy tales unit has its emphasis on traditional tales from around the world (e.g. the Maori and Fulani creation myths are studied, as a balance to the more traditional focus on Greek and Roman mythology)

Year 8

- Study for one term on poetry from different cultures, which includes poems which look at why language matters in issues of diversity/equality (e.g. one poem explores why 'half caste' is offensive.)
- Students also spend one term on the autobiography of Malala Yousafzai, focusing on her cultural background and her campaign for education for girls.

Year 9

- The 'Women's Lives' non-fiction unit has been changed to 'Women's Voices', in which diverse experiences and viewpoints are the emphasis - e.g. the central text studied is a feminist text from the point of view of a Nigerian writer.

GCSE

As we are limited by the set texts on the National Curriculum, diversity is therefore a key factor in selecting our 'unseen' texts for the Language exams and for the unseen poetry question in Literature. These texts are drawn from the widest range of cultures and perspectives possible (including that of LGBTQ+ writers and speakers) and the bank of texts to use is added to each year.

A Level

Students of English Literature study 'Othello', including detailed exploration of its context; a key part of this is exploration of the issues of racism and sexism. They also study 'The Handmaid's Tale' for the Prose component, drawing links between the text and contemporary issues around gender roles and social inequality.

Having changed exam board to OCR, students on the Language and Literature course study an anthology of non-fiction spoken and written texts, including those dealing with attitudes towards people with disabilities, inequalities in education in the USA for people in minority-ethnic groups, and women's reactions to misogyny, both in the workplace and in their personal lives. When studying the prose text, 'The Great Gatsby', detailed consideration is given to the portrayal of women and their powerlessness in 1920s society.

Science

Within the Biology curriculum, students look at the history of genetics and how inheritance of characteristics works, as well as the theory of evolution and how we have come to be who we are today. Genetic modification is considered from the point of both the methods in order to carry it out, as well as the ethics behind it. In addition, the use of stem cells as possible treatments for genetic disorders and paralysis is covered.

Additionally, the science department always endeavours to use examples of past and current scientific discoveries by scientists from different areas of society to counterbalance the majority of the set curriculum, which is based around the work of white middle-class males. The science team always promotes that Science is for everyone and that creativity and individuality can be important in this field.

In KS3, for each topic, students are shown links to careers to the topic, which also demonstrate lots of diversity.

Many of the questions that we use from exam papers have diversity built into them.

RS

By its very nature the teaching of Religious Studies is all about focusing on diversity of opinion, culture and how that has an effect on society. The RS department ensures that all students feel confident and supported to develop their own, informed opinion on a range of ethical and religious issues; it is very clear in RS teaching that, within reason, any idea or opinion is worthy and should be listened to and considered. Where there is difference of opinion, students engage with each other in classroom discussion to develop their reasons as to why they hold the opinion and why someone else holds a different opinion. This will include analysis and discussion of opinions and ideas that may be considered outside of societal norms; any misunderstandings are clarified to ensure students are fully and reliably informed of the value within a multi-cultural, multi-faith society such as the UK.

All major world religions are covered by the middle of Year 9 alongside non-religious belief systems such as Humanism. Students are encouraged to engage with the ideas from the religion and to consider how these principles may apply to their own life, even as a non-adherent or as an atheist. Students then follow a program of philosophical and ethical thought throughout the remainder of Year 9. Primarily this is through a lens of Christianity as this is the religious construct most relevant to the students, but other religious and secular concepts are clearly addressed to provide a contrast to the students' own experience. Topics are deliberately challenging and thought provoking as this is the world that students will be making their way into when they leave Hillview. The RE department regularly uses relevant speakers and videos to assist with this, for example, conducting a virtual talk with a Humanist with the Year 9 students.

From their first Religious Studies lesson in the school the students are taught that this is an academic subject rather than faith or instruction based, all belief systems are considered, analysed and evaluated.

History

The following topics on diversity are embedded into History/Ancient and Classics curriculum.

KS3 covers topics such as Norman conquest, British Empire, Slavery and the Industrial revolution to explore Britain's darker past and the cultural changes that have been made to it. Industrial revolution explores poverty and the treatment of poor working class in the mills including children and women. Empire and slavery explore the controversial figures of Britain's history and how it was built upon such negative foundations as well as the long and short term impacts upon Britain and the world.

An emphasis has been placed on looking at the multicultural aspects of the British army during WW2 at Monte Cassino in Year 9 and this has really been well received and made a significant impact when students consider the importance of remembrance and how many groups are often not considered at such a poignant time of year. The topic of migration and ethnic groups is also covered with the USA 1920s and 30s topic. Students explore the variety of groups and how they were received in the new world, including the changing role of women and the freedom they enjoyed. The case study dives into the reality of America during this time for different groups of people when so many have an idea that it was a 'Gatsby' lifestyle.

Lastly students explore the choices individuals make in history in our Occupied Europe case study of France in 1941-1944. After exploring the occupied aspect of WW2, we naturally explore genocide as recommended by the government and whilst the Holocaust is a major focus the department has ensured that other forms of genocide including Ancient and more recent are included to ensure students are aware of the variation of genocides as well as the frequency of such events even in our own lifetime to give students a greater appreciation of the problems in our world around them.

At GCSE Modern Historians study the topic of Migration and Empire which focuses upon diversity and attitudes towards ethnic groups that followed the many cultural movements during and after the collapse of the British Empire. Topics include Highland clearances, Jewish migration, the effect upon Native Americans during the colonisation of America and the Windrush as well as India and Africa. Students often have an "artificial view" of what racism and discrimination looks like across history and so the Migration topic helps

them to overcome this, particularly when looking at the treatment of native Americans by colonials and the British Raj of India. It has also enabled students to challenge their preconceptions of migrants today and links wonderfully to current affairs. This also helps students understand that Britain's roots are founded on migration in history. To embed these messages, the topic of the Raj has been added to the Year 8 SOW.

In Ancient History GCSE, students cover lots of topics that link to diversity and discrimination. In the Cleopatra topic, for instance, all our sources are xenophobic and students are invited to explore Roman attitudes to foreign people, especially women. When covering the Persian Empire, students look at the treatment of different cultures within the first-ever empire in history. Students learn how multi-cultural the empire was and how accommodating, tolerant and inclusive the Persians were to other cultures they conquered. They also explore how history is written and why cultures later have an influence upon people's views.

At A-Level students explore a variety of topics that explore various groups of people. In the modern NEA for A-level History, the topic of civil rights in the USA explores segregation and the fight for equal rights.

In Classical Civilization students have an entire topic dedicated to identity with the "invention of the barbarian" that explores where the "them and us" culture comes from. Students have found with great interest that the culture we inherited so much of our modern concepts such as democracy and philosophy is certainly over simplistic. Through studying art from various cultures they explore how prejudice and discrimination were bought to us by the same people who gave us democracy and philosophy, whilst the stereotypical evil Persian empire was more inclusive and diverse than previously believed.

Geography

The Geography curriculum enables students to develop their understanding of places, people and the interactions between them. In addition, it gives students the opportunity to see the world through several lenses, to see Geography that is representative of them and their experiences.

In Year 7, students look closely at their place in the world and develop a greater understanding of continents and their impact on the local environment. They also gain knowledge and understanding of the British Isles and how migration from other countries has led to a diverse multi-cultural population.

In Year 8, students get the opportunity to investigate places that have been impacted upon by tectonic hazards and gain knowledge and understanding of how different societies are affected differently by these events. In addition, the students explore places in Asia (China and India) and the students explore the concept of globalisation and how this has changed the relationship between countries, as well as the impacts that have come with this. They also learn about the culture and societies of these places to remove misconceptions and perceptions of the countries.

In Year 9, students study the tropical rainforest in places that have societies living very differently from their own. The students learn about the indigenous people of the rainforests culture and the impacts of deforestation on these isolated communities. This

helps the students to understand how societies in other countries are different for their own.

The Geography department promotes 'Geography in the News' and encourages students to read about the lives in other places and to share their findings within lessons.

Languages

“Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils’ curiosity and deepen their understanding of the world”¹. At Hillview, all students study 2 languages in Year 7 and have the opportunity to also take 2 languages at GCSE and A Level. Teaching languages naturally goes beyond linguistic competences and seeks to develop in learners an understanding of the world around them, an appreciation and tolerance of the diversity of the people of the world, and to encourage global citizenship. This is done through open discussions about cultural differences or by ensuring that students are exposed to teaching materials that present cultural differences as factual.

Social Sciences

Sociology incorporates the learning of intersectionality of society. Key themes throughout the A Level course are class, age, gender and ethnicity. Students debate misconceptions, stereotypes and discrimination, using sociological evidence to support their opinions and to challenge labelling based on such factors. In Sociology, students are encouraged to be inquisitive and to challenge viewpoints, creating a safe and supportive environment to discuss sensitive topics, including current affairs that directly relate to inclusivity of society.

In Psychology, the topic of Psychopathology is particularly relevant to supporting diversity. It covers areas such as Schizophrenia, Anxiety and OCD for example. These topics emphasise the idea that the research carried out into these areas should allow for real world application, and how the government can use them to ensure workplaces allow people with these conditions inclusivity and equality based on the policies and procedures they put in place.

The Issues and Debates section of the course requires all students to consider gender bias, age bias and cultural bias - including ethnocentrism and cultural relativity. This gives students the chance to challenge those outdated, westernised, white, male areas.

Additionally, the specification states that students are expected to 'demonstrate knowledge and understanding of psychological concepts, theories, research studies, research methods and ethical issues.' This allows teachers to be flexible, as some of the topic areas do not explicitly specify which studies should be delivered: thus, there are opportunities within the specification to include research from a BAME background.

NCFE CACHE Level 1/2 Technical Award in Child Development and Care in the Early Years covers the topics of equality, diversity and inclusion by examining at the role of the EYP and their responsibilities as well as examination relevant legislations and the EYFS and examines how this can be put into practice to support children's individual's needs.

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https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239083/SECONDARY_national_curriculum_-_Languages.pdf

Level 3 Childcare students cover the following units: Children's Development, Keeping Children Safe, Play and Learning, Research and Reflective Practice in an Early Childhood Setting. Within each unit an examination of the unique development and needs of children are examined and practically application is applied to real world scenarios such as within the play unit consider the ways to adapt/differentiate an activity so there is inclusion. The final unit allows learners to reflect upon a variety of issues including how to support equality and prevent discrimination within a setting and supporting a child's various unique needs.

Level 2 Health and Social Care students study a unit on understanding how to support individuals to maintain their rights and understanding the importance of the values of care and how they are applied.

Level 3 Health and Social Care students covers these topics within Unit 1 Human Development as we consider the various factors that can impact an individual's development from birth through the rest of their life include barrier they experience (such as language, cultural/religious). In Unit 3 Principles of Health and Social Care Practice it is the content knowledge about discrimination and appropriate legislation, codes of practice and inspection bodies as well as the practical/real world application of these ideas through the use of case studies.

For all learners in lessons there is a use of a range of case studies, videos, real life examples and sharing of examples from their own lives (when appropriate to share) as well as modern films such as 'Don't Take my Baby' and 'Rory O'Shea was here' are used to support the students' application of this knowledge. Students are taught about appropriate legislation and regulations that would apply (Equality Act), as well as how settings create policies based upon these regulations to best suit the needs of their service users and staff.

Music

The music department has a diverse curriculum which explores and celebrates music from a range of cultures, genre and styles including West African drumming and its influences, the work of the Impressionist and Minimalist composers, Rap, Blues and Music Technology. Students look at the context of how different music evolved and share certain features and how composers are influenced and inspired by it.

Students are also asked to:

- be reflective about their work and the work of others offering imaginative and creative responses.
- show an awareness of their use of language and subjects in lyric writing.
- understand that to be successful they need to work collaboratively and are able to offer reasoned views.
- experience and respect music from adverse range of influences and cultures.

Music practice rooms also have posters of successful female music icons to inspire and motivate and we have tried to ensure that our students can see someone that represents

them/with whom they can relate. All students are encouraged to share their musical interests and use these influences in their work and share their passions with others.

Dance

The KS3 curriculum is designed to offer breadth of Dance genres and styles e.g. Urban, Contemporary and Musical Theatre. The GCSE Dance syllabus provides the opportunity for students to study 6 varied professional works including a range of dance styles and companies (including StopGap - a combination of able and disabled dancers). At GCSE and A Level, students are provided with the opportunity to choreograph a piece using their own choreographic intent and choice of movement style.

At A level, students explore the independent contemporary dance scene, inclusive of a wide range of practitioners, most of which respond to social identity through their work. For example, Matthew Bourne breaks stereotypes and explores sexuality in Swan Lake. In Dance Club and Company, students explore a wide variety of stimuli when creating work (including social and political). All Dance performances celebrate students' individual strengths.

During theatre visits, students are provided with the opportunity to appreciate professional dance and the unique and varied choreographic aims and responses. The biennial NYC trip also the opportunity for students to meet practitioners working in the dance industry and encounter various companies/styles.

Drama

Drama explores the experiences of a range of people from all walks of life so that students can empathise with their situation. This is explored in Drama at HSG in a number of ways. Some examples are:

- Year 7 students explore several scripts dealing with a wide variety of social issues in a range of contexts.
- Year 8 students collaborate with Dance and Music so that they have the opportunity to perform an extract from a musical utilising all three disciplines. Additionally, students explore a play about bullying to learn to empathise with others and devise their own piece of original work based on a subject they feel passionate about.
- Year 9 students learn about gangs and riots, prejudice and negative stereotypes. When practically exploring the Crucible, they consider how it feels to be judged and targeted. Year 9 students also experience a performance by DV8, watching the disabled dancer David Toole.
- Year 10 students are given a stimulus which inspires performances based on themes of their own choice, including body image, mental health, sexism to name but a few.
- Year 11 and 13 students learn monologues, duologues and group pieces that explore a range of issues and themes.

- Year 12 students work from stimulus text, which includes a transgender man explaining his pain to his family. This has inspired the students to look at mental health, LGBT Community, identity and what makes us individuals.
- Sixth Form study a play text called Fences, which looks at the black community in the 1950s and opportunities denied purely due to ethnicity.
- For GCSE and A Level, students are given the opportunity to either perform or design, working with Drama teachers and our technician to develop their skills. The courses included watching live theatre, and the Drama Department purposefully choose thought provoking plays to assist with reflection about society.

Visual Arts

At Hillview the Art & Design Faculty strive to teach all students to understand and embrace equality, diversity and multiculturalism whilst challenging negative or stereotypical views. Teaching focuses on a wide range of artists, designers, themes and relevant news topics as well as gallery and exhibition visits to enable students to both gain knowledge of and respect equality. Teaching strives to ensure students are both treated, and treat others, in a fair and respectful manner no matter their race, gender, age, disability, religion or sexual orientation. Students are encouraged to embrace and celebrate individual characteristics that make themselves and others unique. The Art & Design faculty ensures all students have equal opportunities to make positive progress within their learning.

Examples of practice throughout the department:

- celebrating individual achievement through exhibitions and school social media
- celebrating personal identity through schemes of work that enable individual expression and the exploration of personal themes
- supporting & encouraging students to make authentic engagement with ideas & concepts that matter to them
- through promoting the ideas and concepts of BAME (Black, Asian, Minority Ethnic) artists and designers in our schemes of work
- using a large percentage of female artists and designers to promote female empowerment and active participation in the arts rather than as consumers of the subject of art & design
- college visits and presentations from colleges such as UAL, UCA, East Sussex College and West Kent College so that students are informed about the range of creative opportunities available to them
- adaptive SOWs are inclusive for all students and approaches to teaching are adapted to support individual needs

PDL

PDL champions diversity across the curriculum at KS3, 4 and 5. Topics such as Values, British Values, Teamwork, Charity, Politics and Government, Human Rights, Sexuality, Feminism, Pressure Groups allow students to develop tolerance and acceptance of diversity in many different forms: race, religion, personal beliefs, political standpoints, sexuality and culture. The need to develop personal identity is a pretty constant theme that allows students to join the Sex and Relationships Curriculum (where identity is specifically developed) to careers, where students develop the skills to present this identity to the outside world through academic or employment opportunities. Lessons are explicitly designed to encourage discussion that is safe and respectful, building the positive attitudes that underpin a diverse and healthy community/society.

Assemblies

Assemblies are rooted in British Values and incorporate themes of spiritual, moral, social, and cultural development. They are underpinned by the principles of diversity and inclusivity. In addition, some assemblies explicitly explore issues related to diversity and equality. These include:

- Culture: Encouraging curiosity and appreciation of different cultures.
- Understanding Different Faiths and Religious Celebrations: Enabling students to recognise the value of diverse faiths working together.
- Charity: Ensuring students are aware of the charities the school supports, the reasons behind this support, and the importance of fundraising.
- International Women's Day: Highlighting the achievements of women across a range of industries, including those traditionally seen as male-dominated.
- Appreciating Difference: Promoting awareness of equality and diversity, and fostering a culture of tolerance within the community.
- LGBTQ+: Encouraging students to challenge misconceptions and engage thoughtfully with issues of sexual orientation, identity, and belief.
- Mental Health Awareness Week: Supporting students in understanding and managing their mental health.
- Black History Month: Teaching students that people of African and Caribbean heritage have played a vital role in British history. This month provides an opportunity to share, celebrate, and understand the impact of Black heritage and culture.
- Remembrance Day: Helping students understand the significance of this day and why it is commemorated.

Equality and diversity supported by behaviour

There were 1 homophobic related incident and discrimination incidents reported in the academic year 2024 25. There has been 1 suspensions and no Permanent Exclusions relating to racial or other discriminatory behaviour during the same period.

Equality and diversity promotion in the extra-curricular activities

Our extra-curricular programme actively promotes equality and diversity by ensuring that every student has access to a wide range of activities, regardless of their background or financial situation. We encourage participation in various clubs, offered both during lunch and after school, creating flexible opportunities for all students to get involved. To further break down barriers, we provide payment plans for any activities or events that might typically be out of reach for some families, ensuring that cost is never a hindrance to participation. This approach fosters an inclusive environment where all students can explore their interests, develop new skills, and connect with peers from diverse backgrounds.

HILLVIEW SCHOOL FOR GIRLS GOVERNORS' EQUAL OPPORTUNITIES ANNUAL REPORT

Compiled by: Rebecca Edwins, Deputy Headteacher

Consultation with: Relevant subject leaders and Senior Leadership Team

Most recent update: November 2025

Anticipated review date: November 2026