

PROTECTED CHARACTERISTICS

Schools have a statutory responsibility to promote equality and diversity through the teaching of protected characteristics. This document highlights how the teaching of Protected Characteristics has been embedded into our curriculum, in addition to our assemblies and PSHCE lessons.

Characteristic	Taught within	Additional Information
<p>Age</p> <p><i>Where this is referred to, it refers to a person belonging to a particular age (for example, 32-year-olds) or range of ages (for example, 18- to 30-year olds).</i></p>	<p>EYFS</p> <p>Y2 Autumn 1</p> <p>Y3/4 Summer 2A & Autumn 1A</p> <p>Y4/5 Autumn 2 & Spring 2</p>	<p>Science (All about me) – Meeting EYFS statement related to SRE: Learning about people in my family</p> <p>Science (Wriggle & Crawl) – Meeting Y2 statement: animals have offspring and grow into adults</p> <p>Science (Predator! & Tribal Tales) – Lesson on age and the changes humans go through with reference to puberty and the changes that happen as children become teenagers. Discussion about pubic hair and about how different people develop at different rates</p> <p>Science (Peasant, Princes & Pestilence; Sow, Grow & Farm) – Children study the life cycle of human. Discussion about puberty and the changes that happen as children become teenagers. Discussion about pubic hair and about how different people develop at different rates</p>
<p>Disability</p> <p><i>A person has a disability if she or he has a physical or mental impairment which has a substantial and long-</i></p>	<p>Y1 Spring 1</p> <p>Y3/4 Spring 2B</p>	<p>Science (Superheroes) – Children learn about the basic body parts, include discussion around physical disabilities</p> <p>Science (Blue Abyss) – Lessons and discussions around how humans have adapted to change with regards to disability</p>

<p><i>term adverse effect on that person's ability to carry out normal day to-day activities.</i></p>	<p>Y3/4 Summer 2A & Spring 1A Y3/4 Summer 1A Y4/5 Autumn 1 Y4/5 Summer 1 Y5/6 Spring 1A</p>	<p>Science (Predator! & Misty Mountain Sierra) – Lessons and discussions around how humans have adapted to change with regards to disability</p> <p>Flow – Detailed discussions how each person has strengths, skills and qualities.</p> <p>Science (Darwin's Delights) – Discuss disability and how humans adapt to changes</p> <p>Science (Darwin's Delights) – Lesson on protecting hearing and how this can lead to developing a disability if you do not protect your hearing</p> <p>Science (Frozen Kingdom) – Class discussion on discrimination and differences – being old, disabled or Muslim are the examples given. Leads to a conversation about challenging stereotypes</p>
<p>Gender Reassignment</p> <p><i>The process of transitioning from one gender to another</i></p>	<p>EYFS – Y6 Y4/5 Autumn 1 Y5/6 Autumn 2A Y5/6 Spring 2A</p>	<p>Celebrating Differences Day – LGBTQ+; Gender Reassignment; Marriage & Civil Partnership; Sexual Orientation; Race;; Religion & Belief</p> <p>Science (Darwin's Delights) – Discuss how people can choose and like different things, you don't have to like the same things</p> <p>(Science) Beast Creator – Discuss the differences between boys and girls, debunking myths around girl and boy's preferences and abilities</p> <p>Revolution - Discuss the differences between boys and girls, debunking myths around girl and boy's preferences and abilities</p>
<p>Marriage & Civil Partnership</p> <p><i>Marriage is no longer restricted to a union</i></p>	<p>EYFS – Y6</p>	<p>Celebrating Differences Day – LGBTQ+; Gender Reassignment; Marriage & Civil Partnership; Sexual Orientation; Race;; Religion & Belief</p>

<p><i>between a man and a woman but now includes a marriage between a same-sex couple. Same-sex couples can also have their relationships legally recognised as 'civil partnerships'. Civil partners must not be treated less favourably than married couples (except where permitted by the Equality Act).</i></p>	<p>EYFS Spring 1</p> <p>Y1 Spring 1</p> <p>Y5/6 Summer 1A</p>	<p>Winter Wonderland – Discussions and lessons on building constructive and positive relationships. What relationships can we see around us?</p> <p>Superheroes – People can be special and have special and have a special place in someone's life for many different reasons. Special people should be treated with love and respect.</p> <p>Tomorrow's World – Discuss same sex marriages, civil partnerships and the importance of respecting others. Reference to families being characterised by love and care rather than who is in it (if one parent is absent for example)</p>
<p>Pregnancy & Maternity</p> <p><i>Pregnancy is the condition of being pregnant or expecting a baby. Maternity refers to the period after the birth, and is linked to maternity leave in the employment context. In the non-work context, protection against maternity discrimination is for 26 weeks after giving birth, and this includes treating a woman unfavourably because she is breastfeeding.</i></p>	<p>Y5/6 Spring 2B</p> <p>Y5/6 Autumn 2A</p>	<p>Science (Allotment) – Lessons around reproduction and how babies are made in regards to how a human baby grows and develops in the womb and is then born. Discussion about maternity care and how this is now open to both parents</p> <p>Science (Beast Creator) – Lessons around reproduction and how babies are made in regards to how a human baby grows and develops in the womb and is then born. Discussion about maternity care and how this is now open to both parents</p>

<p>Race</p> <p><i>Refers to the protected characteristic of Race. It refers to a group of people defined by their race, colour, and nationality (including citizenship) ethnic or national origins.</i></p>	<p>EYFS – Y6</p> <p>Y1 Spring 1</p> <p>Y1 Summer 1</p> <p>Y2 Summer 2</p> <p>Y3/4 Summer 2B</p>	<p>Celebrating Differences Day – LGBTQ+; Gender Reassignment; Marriage & Civil Partnership; Sexual Orientation; Race;; Religion & Belief</p> <p>Superheroes – People can be special and have special and have a special place in someone’s life for many different reasons. Special people should be treated with love and respect.</p> <p>Rio de Vida – It is important to get along with other people. Listening to other’s points of view and compromising</p> <p>Bright Lights, Big City – Discussions on how it is important to get along with other people, to listen to their points of view and treat with respect, expressing your views while being respectful of others in order to have successful relationships</p> <p>Road Trip USA – Lesson discussion about being proud of differences – include stories of Rosa Parkes or Martin Luther King and racism and how the world has evolved now. Discuss challenging discrimination.</p>
<p>Religion, belief or lack of religion or belief</p> <p><i>Religion has the meaning usually given to it but belief includes religious and philosophical beliefs including lack of belief (such as Atheism). Generally, a belief should affect your life choices or the way you live for it to be included in the definition.</i></p>	<p>EYFS – Y6</p> <p>EYFS Autumn 2</p> <p>Y3/4 Spring 2A</p> <p>Y5/6 Autumn 1B</p> <p>Autumn 1 Spring 1 Summer 1 (all year groups)</p>	<p>Celebrating Differences Day – LGBTQ+; Gender Reassignment; Marriage & Civil Partnership; Sexual Orientation; Race;; Religion & Belief</p> <p>Christmas is Coming Discussions around different religious holidays</p> <p>Gods and Mortals – Discussions on how to resolve differences and conflicts. These include looking at alternatives, seeing and respecting others’ points of view, making decisions and explaining choices</p> <p>A Child’s War – Detailed lessons and discussions on human rights and how the discrimination of a religious group led to so many deaths in WW2</p> <p>RE (Cultures Week) – Lessons and discussions on respecting beliefs, listening to other points of view.</p>

<p>Sex</p> <p><i>A man or a woman.</i></p>	<p>Y4/5 Autumn 1</p> <p>Y4/5 Spring 2</p> <p>Y5/6 Spring 2B</p> <p>Y5/6 Autumn 2A</p>	<p>Science (Darwin's Delights) –Sex Ed to be addressed</p> <p>Science (So, Grow & Farm) - Children study the life cycle of human. Discussion about puberty and the changes that happen as children become teenagers. Discussion about pubic hair and about how different people develop at different rates</p> <p>Science (Allotment) – Detailed lessons about puberty changes the body goes through in preparing for adulthood. Conversation about periods and sperm production and references to this for being ready for reproductive purposes. Discussions about relationships and how communication and respect is important. All types of relationships referenced.</p> <p>Science (Beast Creator) – Detailed lessons about puberty changes the body goes through in preparing for adulthood. Conversation about periods and sperm production and references to this for being ready for reproductive purposes. Discussions about relationships and how communication and respect is important. All types of relationships referenced.</p>
<p>Sexual Orientation</p> <p><i>Whether a person's sexual attraction is towards their own sex, the opposite sex or to both sexes.</i></p>	<p>EYFS – Y6</p> <p>Y5/6 Spring 2B</p> <p>Y5/6 Autumn 2A</p> <p>Y5/6 Summer 1A</p>	<p>Celebrating Differences Day – LGBTQ+; Gender Reassignment; Marriage & Civil Partnership; Sexual Orientation; Race;; Religion & Belief</p> <p>Science (Allotment) – In reference to sexual reproduction, all types of relationships are discussed.</p> <p>Science (Beast Creator) – In reference to sexual reproduction, all types of relationships are discussed.</p> <p>Tomorrow's World – In reference to Sir Alan Turing's sexuality, talking stereotypes. Lessons about different types of families, the specific vocabulary of same sex couples ad how they also get married. Children look at pictures of families and talk about different relationships within a family.</p>

Faith teachings on protected characteristics

Schools are at liberty to teach the tenets of any faith regarding the protected characteristics. For example, they may explain that same-sex relationships and gender reassignment are not permitted by a particular religion. However, if they do so, they must also explain the legal rights LGBT people have under UK law, and that this and LGBT people must be respected.

Requirements in the DfE's statutory guidance

The DfE's statutory guidance requires that all schools must:

- *have an up-to-date policy, which is made available to parents and others and consult parents in developing and reviewing that policy in all cases*
- *take into account the age and religious background of all pupils and ensure that their teaching is appropriate to their age and religious background, to ensure that the topics outlined in the statutory guidance are appropriately handled*
- *comply with the relevant provisions of the Equality Act 2010, including that they:*
 - *must not unlawfully discriminate against pupils by treating them less favourably because they have one or more of the protected characteristics*
 - *must make reasonable adjustments to alleviate disadvantage, for example by taking positive action to deal with particular disadvantages affecting a group because of a protected characteristic. The statutory guidance gives the example of taking positive action to support girls if there is evidence that they are being disproportionately subjected to sexual harassment*
- *make relationships education and/or RSE accessible for all pupils, including those with special educational needs and disabilities*
- *ensure that teaching reflects the law (including the Equality Act 2010) as it applies to relationships, so that young people clearly understand what the law allows and does not allow, and the wider implications of decisions they may make*
- *ensure that the materials used to support teaching are appropriate for the age and maturity of pupils and sensitive to their needs*
- *ensure that the needs of all pupils are appropriately met, and all pupils understand the importance of equality and respect*
- *ensure that teaching is sensitive and age-appropriate in approach and content*
- *work closely with parents in all cases when planning and delivering the subjects, ensuring that parents know what will be taught and when, and clearly communicate the fact that parents have the right to request that the child be withdrawn from some or all of sex education delivered as part of statutory RSE*

The DfE expects secondary schools, state-funded or independent, to deliver teaching on LGBT relationships and encourages primary schools to do so.