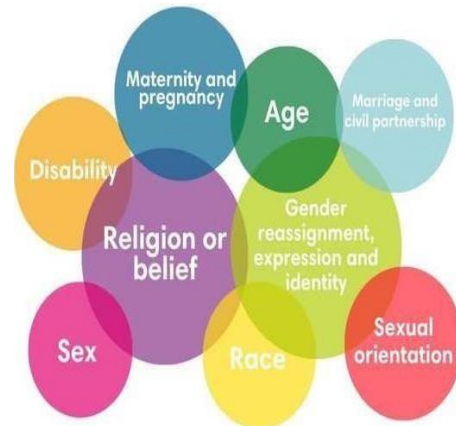




It is against the law to discriminate against someone because of:

- **age**
- **disability**
- **gender reassignment**
- **marriage and civil partnership**
- **pregnancy and maternity**
- **race**
- **religion or belief**
- **sex**
- **sexual orientation**



These are called Protected Characteristics. In UK law, individuals are protected under the Equality Act 2010 from these types of discrimination.

At St. Oswald's, we strive to be a haven of **respect** and custodians of the true dignity of each human being. Catholic schools are welcoming places to pupils and members of staff from all faiths and none. More than a quarter of a million pupils and almost half of teachers in Catholic schools are not of the Catholic Faith and are welcomed in sharing faiths together on a daily basis.

We encourage, celebrate and value the diversity of all our communities. We actively promote the principle of equality for all. We aim to ensure that everyone within our community is treated fairly, with respect and dignity. We seek to eliminate any form of inequality, bullying or discrimination.



### Pope Francis speaks eloquently on the matter of equality,

“The Church does not exist to condemn people but to bring about an encounter with the visceral love of God’s mercy. For the Church to offer God’s mercy it must ‘go outside and look for people where they live, where they suffer and where they hope’ The enemy of mercifulness is self-righteousness.”

## Ten Ten: Life to the Full












We believe that all human life is sacred and that everyone should have the opportunity to live life to the full. We use the “Life to the Full” programme to deliver some of our equality curriculum.

From the outset, and at all stages of teaching, the core principle on which the Life to the Full programme is based is that we are ‘created, chosen and loved by God’; our equality is ultimately derived from the value we have in God’s eyes as beloved sons and daughters, and we are called to love God, love others and show God’s mercy in our actions. Examples of where this core principle is lived out are too numerous to list because it is integral to all teaching from Early Years through to Year 6, articulated in age-appropriate ways at the various stages throughout the programme. This is the foundation on which any teaching about the Protected Characteristics is based.

Children will learn about Protected Characteristics developmentally, throughout their time at St Aloysius and this will continue as the move on to secondary education. Our delivery has to be age-appropriate and therefore some of the more detailed and challenging aspects of learning in this area is left to secondary schools when children will be developmentally ready to have a full understanding. In other words, primary schools do not have to teach about the protected characteristics in their entirety; they are, instead, laying strong, age-appropriate foundations for a fully-realised curriculum in later years.

Our focus has been to **inform, present and explain legal rights, underline the fundamental dignity and worth** of the person, and **outline the erroneous nature of all unjust discrimination**. At the same time, in age-appropriate ways, the programme articulates the teaching of the Catholic Church, with especial regard to relationships, sex and marriage.

	<p><b><u>Age</u></b></p> <p>The subject of age, and the dignity of the person at all ages, is explored in the unit: Life Cycles (All Key Stages, Module 1 Unit 4). Within these lessons, the programme teaches about the natural progress of life and teaches that death is part of God’s plan for us. We have special events such as our 60<sup>th</sup> anniversary celebrations, where we invite older generations to come and share special time with the children. We also have links with the local church and care homes; the children visit the older members of our community, sharing carols and cards at Christmas.</p>
	<p><b><u>Disability</u></b></p> <p>We have many learning opportunities throughout our curriculum to discuss disability, from learning about the Paralympics to discussing disability and learning needs in our assemblies..</p>
	<p><b><u>Gender Reassignment</u></b></p> <p>The subject of gender reassignment is not currently explored in Life to the Full at primary level. Rather, the programme provides foundational language about our core identity as children of God to enable us to address specific issues with children and their families.</p>
	<p><b><u>Marriage and Civil Partnership</u></b></p> <p>The sessions “Who’s Who?” (EYFS Module 2.2.1), “Special People” (KS1 Module 2.2.1) and “Family, Friends and Others” (LKS2 Module 2.2.1) explore different family structures. They provide opportunities for children to share news about their own family structure in a non-judgemental forum and also provide opportunities for discussion about different family structures given in various stories and scenarios. In Paradise Street dramas (UKS2 Module 1), various family structures are represented through the characters in the films and there is discussion about specific family structures, such as families with ‘two mums and two dads’ in “Gifts and Talents” (KS2 Module 1.2.1)</p>
	<p><b><u>Pregnancy and Maternity</u></b></p> <p>Pregnancy is explored in age appropriate ways throughout the primary schools’ programme in the unit Life Cycles (All Key Stages, Module 1 Unit 4). Pregnancy is also covered through our Life Cycles units in our Science curriculum.</p>
	<p><b><u>Race</u></b></p> <p>From the outset, our curriculum is mindful of ensuring racial representation within stories, dramas, appendices, scenarios and imagery. At St. Oswald’s, we provide a wide range of books and other resources like websites and videos that feature diverse characters and messages. These aren’t all explicitly about race, they feature, for example, ethnically diverse protagonists going about their daily life, superheroes, princesses, fairies, and so on. Diversity is embedded throughout our curriculum: in Maths for example, word problems are written to include different ethnicities. In RE, Art, Geography and History, the children learn about significant figures from a range of cultures and backgrounds. They study topics that explore the role of race and racism throughout the wider curriculum and celebrate the achievements of people from different ethnic backgrounds.</p>
	<p><b><u>Religion and Belief</u></b></p> <p>At St Oswald’s, our pupils come to a deeper understanding of other world religions through our Come and See RE programme. They will study a world religion each Autumn term and each Spring term, compassion towards and understanding of others is a constant theme in our school. We visit local places of worship e.g. the mosque and synagogue.</p>
	<p><b><u>Sex</u></b></p> <p>Throughout the programme, the teaching stories, videos and image content establish an understanding of the equality of men and women, boys and girls. For example, in the unit “Me, My Body, My Health” (All Key Stages Module 1, Unit 2) the discourse about the physical differences between boys and girls is matched by teaching about gender equality and dispelling gender stereotypes.</p>
	<p><b><u>Sexual Orientation</u></b></p> <p>Attraction to the opposite sex is touched upon in UKS2 Module 1 within the ‘Paradise Street’ series as part of a discussion around emotional changes. However, sexual attraction as a subject is not addressed as part of the Life to the Full programme. If asked, class teachers would factually discuss same-sex attraction, that there are many same-sex couples in society and that they can form loving relationships.</p>

