

## Where do the protected characteristics feature in our curriculum?

| Characteristic      | Taught within  | Additional Information   |
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| Age                 | <p>EYFS</p> <p>Year 2 Spring 2</p> <p>Year 4 Summer 2</p> <p>Year 5 Summer 1</p> | <p><b>Science (and RSE)</b><br/>Discuss pregnancy and young infant care (people and communities).</p> <p><b>Science</b><br/>Children learn about the life stages of different animals, and this includes the life stages of a human.</p> <p><b>Science RSE &amp; PSHE</b><br/>Children discuss the life cycle of a human and how bodies change as we grow up. Initial discussion of the changes that happen when you become a teenager. Discussion about puberty and some of the changes that will happen as children get older. Discussion about pubic hair and about how different people develop at different rates.</p> <p><b>Science RSE &amp; PSHE</b><br/>Children study the changes as humans reach old age and talk about how the body changes and develop over different life stages</p> |
| Disability          | Year 6 Spring 2  | <p><b>PSHE &amp; RE</b><br/><b>“We have more in common than not”</b><br/>Class discussion of discrimination and differences – being old, disabled or of other faiths are the examples given. Leads to conversation as class about why discrimination is wrong, how to challenge stereotyping and how to challenge discrimination.</p>  |
| Gender reassignment | <p>Year 2 Summer 2</p> <p>Year 4 Spring 2</p>                                    | <p><b>PSHE</b><br/>As part of these lessons, children talk about the perceived differences between boys and girls and look at a selection of objects – are these for girls or boys? Discussion of stereotyping.</p> <p><b>PSHE</b><br/><b>“What makes me, ME!”</b><br/>Lesson based around theme parks and like and dislikes – the overall message is about how you don’t have to like and do the same things as everyone else – you can make your own choices.</p>  |

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|                                | Year 6 Spring 2   | <p><b>PSHE</b><br/> <b>“That is such a stereotype!”</b><br/> Lesson around stereotyping based on gender – boys’ and girls’ toys and jobs. Lesson moves to discussion on headlines that could be stereotypes – including one about a civil partnership.</p> <p><b>PSHE</b><br/> <b>“Boys will be Boys”</b><br/> Discussion of gender roles and how these can be stereotyped – debunking myths around girls and boys preferences and abilities and class discussion.</p>  |
| Marriage and Civil Partnership | Year 1 Autumn 1<br><br>Year 1 Summer 2<br><br>Year 2 Spring 2<br><br>Year 3 Spring 2<br><br>Year 4 Spring 1 | <p><b>PSHE</b><br/> <b>“Me and my balloons”</b> discussion about how families can look different, but all are still characterised by love and care for one another – this is what family means.</p> <p><b>Science &amp; PSHE</b><br/> During these lessons, children talk about new-born babies in the context of being excited to have a younger sibling. Children discuss the names for private parts for a boy or a girl, and look at photographs of different family structures to discuss.</p> <p><b>PSHE</b><br/> <b>“My Special People”</b> class discussing special people in their lives who help them – involves discussion of how everyone’s special people in their families may look different, but the qualities of being cared for and supported are the same.</p> <p><b>PSHE</b><br/> <b>“Family and Friends”</b><br/> Lesson about different types of families, the specific vocabulary of same sex couples and how they can also get married is mentioned. Children look at pictures of families and talk about different relationships within a family.</p> <p><b>PSHE</b><br/> <b>“The People we share our world with”</b><br/> Lesson around the importance of respecting others – references to families being characterised by love and care rather than who is in it.</p> |

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| Pregnancy and Maternity | Year 1 Summer 2 | <p><b>Science &amp; PSHE</b><br/>During these lessons, children talk about new-born babies in the context of being excited to have a younger sibling. Children discuss the names for private parts for a boy or a girl, and look at photographs of different family structures to discuss.</p>                       |
|                         | Year 5 Summer 2 | <p><b>Science, RSE &amp; PSHE</b><br/>Detailed conversation about puberty and changes that bodies go through in preparing for adulthood. Conversation about periods and sperm production, and references to this being for reproductive purposes.</p>  |
|                         | Year 6 Summer 2 | <p><b>Science, RSE &amp; PSHE</b><br/>Lessons around how babies are made and how this process works in regards to how a baby grows and develops in the womb and is then born.</p> <p>Discussion about relationships and how communication and respect is important. All types of relationships referenced.</p>       |
|                         | Year 6 Spring 2 | <p><b>PSHE &amp; RE</b></p> <p><b>“We have more in common than not”</b></p> <p>Class discussion of discrimination and differences – being old, gay, disabled or other faith(s) are the examples given. Leads to conversation as class about why this is wrong, how to challenge stereotyping and discrimination.</p> |

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| Sex | Year 1 Summer 2   | <p><b>Science &amp; PSHE</b><br/>During these lessons, children talk about new-born babies in the context of being excited to have a younger sibling. Children discuss the names for private parts for a boy or a girl, and look at photographs of different family structures to discuss.</p>  |
|     | Year 2 Summer 2   | <p><b>Science</b><br/>Children discuss the differences biologically between boys and girls – first in the context of animals before moving to naming and labelling parts of humans.</p>   |
|     | Year 3 Summer 2   | <p><b>Science &amp; PSHE</b><br/>Children recap the anatomy of boys and girls. They discuss personal space and the right to make their own decisions about their bodies.</p>  |
|     | Year 4 Summer 2   | <p><b>Science, RSE &amp; PSHE</b><br/>Children discuss the life cycle of a human and how bodies change as we grow up. Initial discussion of the changes that happen when you become a teenager. Discussion about puberty and some of the changes that will happen as children get older. Discussion about pubic hair and about how different people develop at different rates.</p> |
|     | Year 5 Summer 2   | <p><b>RSE &amp; PSHE</b><br/>Detailed conversation about puberty and changes that bodies go through in preparing for adulthood. Conversation about periods and sperm production, and references to this being for reproductive purposes.</p>  |
|     | Year 6 Summer 2   | <p><b>Science, RSE &amp; PSHE</b><br/>Lessons around how babies are made and how this process works in regards to how a baby grows and develops in the womb and is then born.</p>   |
|     | Throughout school | <p>Discussion about relationships and how communication and respect is important. All types of relationships referenced.</p>  |

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| Sexual Orientation | Year 3 Spring 2 | <p><b>“Family and Friends”</b><br/>Lesson about different types of families, the specific vocabulary of same sex couples and how they can also get married is mentioned. Children look at pictures of families and talk about different relationships within a family.</p> |
|                    | Year 6 Spring 2 | <p><b>“We have more in common than not”</b><br/>Class discussion of discrimination and differences – sexual orientation is mentioned. Leads to conversation as class about why this is wrong, how to challenge stereotyping and discrimination.</p>                        |

## The 9 Protected Characteristics actively promoted at Claypole Church of England Primary School:

- Our school vision and ethos statements and our SDP;
- Our school core values;

*Our Christian Values & British Values, specifically the value of respect - for everyone around you, and diversity, appreciating and celebrating the differences and similarities between us.*

- Our school behaviour policy;
- Conscious role modelling by all adults in the school community;
- Active engagement and communication with parents and carers;
- Collective Worship;
- The promotion of British Values in school life;
- Developing a love of reading through a range of authors and genres;
- Discussion within curriculum subjects, taking a cross-curricular approach;

*Learning for life and RSE lessons, as well as taking the opportunity to model respect and positivity in all lessons.*

- Promoting articulation by building appropriate language and a coherent vocabulary;
- Religious Education (RE) lessons;
- Relationship & Sex Education (RSE) & Personal, Social, Health Education (PSHE);

*During their time at Claypole C.E. Primary School, children cover all the major world religions (Judaism, Islam, Buddhism, Hinduism, Sikhism). These are taught with the understanding that we celebrate and respect all religions and their principles... along with Christianity.*

- Sporting competitions

*Both within school and outside of school, varied competitions are organised by our PE lead.*

- Varied art movement/artist curriculum;
- School Council;
- Educational experiences and visits/visitors;
- Real-life learning outside the classroom;
- Developing links with the local community;
- Extra-curricular activities, after-school clubs, charity work and work within the local community;
- Safer recruitment, retention and staff development.

We collect and analyse the following data to assess the impact of our Equality Policy. The main areas we assess are:

- Admissions;
- Attendance;
- Exclusions;
- Outcomes;
- Racial incidents;
- Bullying incidents;
- Homophobic incidents;
- Any other prejudice related incidents.

## Embedding Protected Characteristics into the whole ethos of Claypole Church of England Primary School

- Self-esteem, self-knowledge and self-confidence

*Motivational workshops for identified groups/classes. Children have specific tailored support into self-esteem and self-confidence when this is an area of need identified by staff. Our curriculum builds on this in each year group too.*

- Understanding that everyone is wonderful and everyone has wonderful talents and attributes

*Celebration Assemblies; learning showcase opportunities; opportunities to represent the school.*

- Respect for democracy and support for participation in the democratic process

*Elections held across classes for representatives for school council; theme within Collective Worship.*

- Acceptance of responsibility for their own behaviour and teaching children to make good choices

*R-Time established across school: familiar faces across the school and supporting other. Our robust behaviour policy clearly lays out our expectations and behaviour management.*

- Respect for their own and other cultures

*Whole school RE coverage, as well as themes of respect through our values.*

- Every member of the community knowing that whatever they report it will be dealt with appropriately and followed up

*EYFS 'people who help us' curriculum theme; visits from PCSO; RNLI, Samaritans... Year 6 learning modules (i.e DART); modelling from all adults in school that concerns will always be dealt with.*

- Understanding of how they can contribute positively to school and home life and to the lives of those living and working in the locality and further afield

*Christmas shoeboxes; links with local care home (writing letters, and created Christmas cards, performing for the residents); Crocus for Polio; Emmaus Trust; local litter picking...*

- An understanding of Equality, Human Rights and Protected Characteristics

*Overview of where protected characteristics are included through our curriculum can be seen above.*

- An appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety

*Understanding of democracy – modelling within school as part of our behaviour principles & attitudes; theme within Collective Worship.*

- An understanding that the freedom to choose and hold other faiths and beliefs is protected in law

*Faiths taught through RE, and constant reminders during lessons that everyone's religion is to be respected and appreciated.*

- An acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour

*Modelled and taught within RE lessons; any prejudiced incident that takes place at Westfield is seen as an opportunity to reflect, learn and make better choices next time.*

- An understanding of the importance of identifying and combating discrimination

*Stereotyping and challenging these covered in Years 4, 5 and 6 during PSHE lessons.*

- Parents taking an active part in identifying barriers and informing school leaders of actions that can be taken to eradicate these

*Many opportunities for parent communication, through class contact (email, ParentMail, phone calls, face-to-face), welcoming school office and end of day discussions.*

We have the highest expectations for all our children and staff, and the wider community. Our Home school agreement reflects our expectations.