

Protected Characteristics in the Firs Primary Curriculum

Age	Disability	Gender Reassignment	Marriage/Civil Partnership	Pregnancy and Maternity	Race	Religion and Belief	Sex	Sexual Orientation	All/Most
●	●	●	●	●	●	●	●	●	

Subject	EYFS	Year 1	Year 2	Year 3/4	Year 5/6
PSHE	<p>Personal, Social and Emotional Development: Building Relationships</p> <ul style="list-style-type: none"> Show sensitivity to their own and to others' needs. <p>Understanding the World: People, Culture and Communities</p> <ul style="list-style-type: none"> Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. 	<ul style="list-style-type: none"> Identify the differences and similarities between people; Empathise with those who are different from them; Begin to appreciate the positive aspects of these differences. Explain some of their school rules and how those rules help to keep everybody safe. Recognise and explain what is fair and unfair, kind and unkind; Suggest ways they can show kindness to others. 	<ul style="list-style-type: none"> Identify some of the physical and non-physical differences and similarities between people; Know and use words and phrases that show respect for other people. Recognise and explain how a person's behaviour can affect other people Explain how it feels to be part of a group; Explain how it feels to be left out from a group; Identify groups they are part of; Suggest and use strategies for helping someone who is feeling left out. Recognise and describe acts of kindness and unkindness; Explain how these impact on other people's feelings; Suggest kind words and actions they can show to others; Show acts of kindness to others in school. Understand and explain some of the reasons why different people are bullied; 	<ul style="list-style-type: none"> Recognise that there are many different types of family; ●● Understand what is meant by 'adoption' 'fostering' and 'same-sex relationships.' ●● Give examples of respectful language; Give examples of how to challenge another's viewpoint, respectfully. Explain that people living in the UK have different origins;● Identify similarities and differences between a diverse range of people from varying national, regional, ethnic and religious backgrounds;●● Identify some of the qualities that people from a diverse range of backgrounds need in order to get on together. Recognise the factors that make people similar to and different from each other; Understand and explain some of the reasons why different people are bullied; Explore why people have prejudiced views and understand what this is. List some of the ways that people are different to each 	<ul style="list-style-type: none"> Demonstrate respectfulness in responding to others; Develop an understanding of discrimination and its injustice, and describe this, using examples; Empathise with people who have been, and currently are, subjected to injustice, including through racism;● Consider how discriminatory behaviour can be challenged. Identify and describe the different groups that make up their school/wider community/other parts of the UK; Describe the benefits of living in a diverse society; Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this. ● Understand and explain the difference between sex, gender identity, gender expression and sexual orientation. ●●● Recognise that bullying and discriminatory behaviour can result from disrespect of people's differences;

			<ul style="list-style-type: none"> Explore why people have prejudiced views and understand what this is. 	<p>other (including differences of race, gender, religion religious beliefs, customs and festivals);</p> <ul style="list-style-type: none"> Define the word respect and demonstrate ways of showing respect to others' differences. Understand and identify stereotypes, including those promoted in the media. 	<ul style="list-style-type: none"> Know that all people are unique but that we have far more in common with each other than what is different about us; Consider how a bystander can respond to someone being rude, offensive or bullying someone else; Understand and explain the term prejudice; Identify and describe the different groups that make up their school/wider community/other parts of the UK; Describe the benefits of living in a diverse society; Define what is meant by the term stereotype; Recognise how the media can sometimes reinforce gender stereotypes; Recognise that people fall into a wide range of what is seen as normal; Challenge stereotypical gender portrayals of people.
<p>RE</p>	<ul style="list-style-type: none"> Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class 	<ul style="list-style-type: none"> Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities. Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves. Notice and respond sensitively to some similarities between different religions and worldviews. Gain and deploy the skills needed to engage seriously with religions and worldviews. Find out about and respond with ideas to examples of cooperation between people who are different. 		<ul style="list-style-type: none"> Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance. Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities. Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning. Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities. 	

			<ul style="list-style-type: none"> • Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives. • Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews. • Gain and deploy the skills needed to engage seriously with religions and worldviews. • Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect. 	
<p>History</p>		<p>Year 1 and 2</p> <p>Superheroes Significant individuals: Amelia Earhart and Nelson Mandela; comparing issues of discrimination based on race and/or gender over time Children learn that:</p> <ul style="list-style-type: none"> • That in Earhart’s lifetime, unlike today, it was unusual for women to fly and that many people believed there were ‘men’s jobs’ and ‘women’s jobs’ • That until 1920, women couldn’t vote, and that Earhart was an early support of the Equal Rights Movement. • That Mandela fought racial prejudice and sought equal rights for black people in South Africa. • That Mandela spent many years in prison for his beliefs. • That Greta Thunberg is a ‘modern day’ hero – fighting against climate change, and that her opinions are seen as less important by some because she is a child and has ASD – in comparison to Mandela, Earhart who were discriminated against because of their gender or race. <p>Land Ahoy Significant events beyond living memory: Discovery of Australia and America Significant individuals: Christopher Columbus</p> <ul style="list-style-type: none"> • There were already people living in the Americas (native Americans). Columbus and other Europeans that travelled to the 	<p>Year 3 and 4</p> <p>Traders and Raiders Children complete Skybadger lesson: Ivarr the Boneless</p> <p>Children learn:</p> <ul style="list-style-type: none"> • To develop an awareness of Ivarr the Boneless, his brothers and their roles in Anglo-Saxon history. • To learn about famous and successful historical people with a range of disabilities and conditions. <p>Gods and Mortals Ancient Greece: a study of Greek life and achievements and their influence on the western world (This is an in depth unit)</p> <p>Children learn:</p> <ul style="list-style-type: none"> • About the role of women within Ancient Greece – Athens & Sparta <p>Heroes and Villains Study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066: Changing perceptions of the monarchy; Richard III and Elizabeth I</p> <ul style="list-style-type: none"> • Both monarchs were seen as heroes by some and as villains by others, examining some of the reasons and events behind this • About how Richard III has been portrayed <p>Traders and Raiders</p>	<p>Year 5 and 6</p> <p>A Child’s War A study of an aspect or a theme that extends pupils’ knowledge beyond 1066: World War 2. Children learn that:</p> <ul style="list-style-type: none"> • Holocaust victims were people targeted by the government of Nazi Germany based on their ethnicity, religion, political beliefs, disabilities or sexual orientation. • During the holocaust approximately 6 million Jews and half a million Roma people were killed because of their ethnicity. <p>Time Traveller Study of changes to fashion over time with a focus on how gender expectations (and restrictions faced by women) have influenced women’s fashion and leisure choices over time.</p> <p>Children learn:</p> <ul style="list-style-type: none"> • What was life like for women in Victorian times? • What was the suffrage movement? • How did World War 2 affect women’s roles, rights and responsibilities? • What was the second wave of feminism? • Do we have gender equality now?

		<p>Americas treated the native people very badly. ●</p> <p>Muck, Mess and Mixtures Significant people in their own locality: Florence Nightingale The lives of significant individuals in the past who have contributed to national and international achievements, comparing nursing and hygiene in different periods.</p> <p>Children learn</p> <ul style="list-style-type: none"> About similarities and differences between Florence Nightingale and Mary Seacole About how Florence Nightingale and Mary Seacole are remembered ● 	<p>Britain's settlement by Anglo-Saxons and Scots The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <ul style="list-style-type: none"> Roman rule had converted much of Britain to Christianity, but the Anglo-Saxons were Pagan and believed in many other gods. Over time the Anglo-Saxons converted to Christianity as well and were Christian when the Vikings begin invading. The Vikings were also Pagan and worshipped similar gods to the Anglo-Saxons had originally (e.g. Thor/Thurnor and Odin/Wotan). Note: Wednesday and Thursday are named after the gods Wodin and Thor! Vikings eventually converted to Christianity as well. About the struggle for power between the Anglo-Saxons and the Vikings, focusing on the transition in power between the rule of the Saxon kings Ethelred the Unready and Edward the Confessor. ● 	<p>Off With Her Head Study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066: Changes in religion during the Tudor period</p> <p>Children learn:</p> <ul style="list-style-type: none"> The impact that Henry VIII had on religion in England during his reign; the split from Rome and the establishment of the Church of England About Mary I and her attempt to convert England to Catholicism That there was violent conflict between Protestants and Catholics at this time, examining the causes and effects of this ●
<p>Music</p>		<p>Year 5/6 Time Traveller</p> <p>Charanga music unit focused on gender equality; exploration of 'identity' and the elements that shape us. Consideration of social and cultural differences and celebration of some of the most influential women in music over the last 100 years. Four key artists studies from different cultural backgrounds including; Shiva Feshareki, Eska Mtungwazi, Afrodeutsche and Anna Meredith.</p>		
<p>MFL</p>		<p>Year 3/4 Discovering Language: Sounds and Signs (Cycle B) Children learn:</p> <ul style="list-style-type: none"> There are many different types of sign languages. They can be different in different countries, just like verbal languages. In England, sign languages commonly used are British Sign Language (BSL) and Makaton. Sign languages are those that use the hands to make signs for communication. They are used by people who are deaf and cannot hear verbal communication, or who have communication difficulties and cannot use verbal language (find it hard or impossible to speak). How to sign their name. <p>Children also complete Sky Badger Lesson: Braille Jokes for Kids https://skybadger.co.uk/schools-carers/sky-badger-schools/jokes-for-kids/ They learn:</p> <ul style="list-style-type: none"> To learn about how braille works as a form of communication. To develop a greater understanding of the importance of braille for blind children. 		

		<ul style="list-style-type: none"> To learn the history of Braille and its inventor, Louis Braille. 		
<p>Cross-Curricular Lessons Linked to Topics</p> <p>(Sky Badger)</p>	<p>EYFS</p> <p>Skybadger lesson: Who Has Superpowers?</p> <p>Children will:</p> <ul style="list-style-type: none"> Discuss who we go to when we need help Discuss the different kinds of people who can help if we get ill, have problems at school, or are feeling sad. Discuss getting ill and disability in general, the impact on the family and how we can ask for help. <p>https://skybadger.co.uk/schools-carers/sky-badger-schools/who-has-superpowers/</p>	<p>Year 1 and 2</p> <p>Moon Zoom</p> <p>Skybadger lesson: Moon Village</p> <p>Children will learn:</p> <ul style="list-style-type: none"> To develop an understanding of what 'disabled friendly' means. To communicate information using different methods. To develop creative problem-solving using maths, science, and art and design To develop pupils' skills in working as a group <p>https://skybadger.co.uk/schools-carers/sky-badger-schools/moon-village/</p>	<p>Year 3 and 4</p> <p>(Diary Entry Cold Task for Tremors Writing – Recount)</p> <p>Skybadger Lesson: Dear Diary</p> <ul style="list-style-type: none"> To build an understanding of a range of disabilities and medical conditions. To develop empathy for children with a range of disabilities and conditions. To learn about famous and successful people with a range of disabilities and conditions. To understand the importance and value of including children with different types of disabilities in school and as friends outside of school. <p>https://skybadger.co.uk/schools-carers/sky-badger-schools/dear-diary/</p>	<p>Year 5 and 6</p> <p>Stargazers</p> <p>Skybadger lesson: The Amazing Life of Professor Stephen Hawking</p> <p>Children will:</p> <ul style="list-style-type: none"> Learn about famous and successful historical people with a range of disabilities and conditions <p>https://skybadger.co.uk/schools-carers/sky-badger-schools/the-amazing-life-of-professor-stephen-hawking/</p>
<p>Assemblies</p>	<p>Sky Badge Assembly: Guess Who</p> <p>https://skybadger.co.uk/schools-carers/sky-badger-schools/guess-who/</p> <p>Children will learn:</p> <ul style="list-style-type: none"> When you see someone who looks similar to you, it doesn't necessarily mean they have the same interests as you. The way someone looks has very little to do with who they are and what they like to do. A good friend might look very different to you. <p>International Women's Day Assembly</p> <p>This assembly celebrates International Women's Day. It addresses issues of inequality - both in the UK and around the world - and stresses the need for equality while celebrating women's achievements.</p> <p>https://www.bbc.co.uk/teach/school-radio/assemblies-ks1-ks2-international-womens-day/zdwhtrd</p>			
<p>Discrete Whole School Days/Events</p>	<ul style="list-style-type: none"> Holocaust Memorial Day ● ● ● ● Black History Month Gypsy, Roma and Traveller History Month Show Racism the Red Card 			

Staff CPD Relating to Equality	•
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Note to teachers: When delivering any of the above lessons, teachers should draw attention to, and reiterate, that it is illegal to discriminate against anyone based on the protected characteristics set out above. This explanation should be given using language and ideas appropriate to the age and language needs of the class.