

# Crown Curriculum Audit of Protected Characteristics and Diversity



At Queen's Park, we are committed to ensure our curriculum prepares our children for the world they are growing up in and learn how to live alongside and show respect for a diverse range of people. We have ensured that our curriculum equips children to do this.

Fundamentally, Equality and Diversity are about acknowledging that everybody has a right to fair and equal treatment, irrespective of age, gender, sexual orientation, disability or any other characteristic. We understand our duty duty to promote and advance equality, particularly between those who share a protected characteristic and people who do not share it. At Queen's Park we are fully committed to doing everything we can to provide a curriculum that is equitable in offer and diverse in representation.

The curriculum leader, alongside subject leaders, have audited our Crown Curriculum and mapped out the opportunities present in our curriculum to address the Equality Act 2010 - in particular the nine protected characteristics.

The characteristics that are protected by the Equality Act 2010 are:

- age
- disability
- gender reassignment
- marriage or civil partnership (in employment only)
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

The Equality Act of 2010 brought together various anti-discrimination laws into one single act, so any unlawful treatment (discrimination, harassment or victimisation) relating to one of the Equality Act protected characteristics, since 2010 is covered by law.

At Queen's Park, we explicitly promote equality amongst all pupils through our PSHE and SMSC (Spiritual, Moral, Social and Cultural Development) curriculum. Deeply rooted in the fundamental British values, the curriculum promotes friendship, mutual respect and tolerance, and a shared understanding of a range of religions and cultures.

The curriculum is delivered through focussed collective worship sessions, assemblies dealing with relevant issues, and through high quality role modelling from adults. The curriculum is supported by pastoral work carried out by Safeguarding Team.

Across the wider curriculum, as this document highlights, we expose children to topics and key figures through which the protected characteristics can be explored, and equality promoted.

The proactive curriculum is designed to explore issues with the children before the need for reactive practice. When needed, the curriculum is adapted to suit the need of particular children on a reactive basis.

At regular intervals, our work is shared with parents and our wider school community on ClassDojo and Twitter to share our commitment to tackle prejudice and promote equality through education.

Through our work, we aim to raise the profile of inclusive education to better the lives of our children and best prepare them for their lives and the modern world around them.

Protected Characteristics: SMSC

Value Cycle - Trust, Love, Honesty, Forgiveness, Respect, Hope (2021-22)

	Age	Gender Reassignment	Being married or in a civil partnership	Being pregnant or on maternity leave	Disability	Race including colour, nationality, ethnic or national origin	Religion or belief	Sex	Sexual orientation
EYFS	<p><u>International Children's Day</u> Children will explore Greta Thunberg and explore that age is no limit to making a difference in the world.</p>	<p><u>Sparkle Day</u> Children will celebrate the National Transgender Charity Day by reading a picture book, e.g., <i>Neither</i>, and discuss embracing self-identity/gender identity.</p>	<p><u>LGBT Theme Week - Different Families</u> Children will explore what family means and discuss different types of families, including married nuclear families, single parent families and same sex parent families.</p>		<p><u>Celebrating and Accepting Differences</u> Children explore how we are all different. Children will most probably discuss physical differences (hair colour/sex/skin colour).</p>	<p><u>Celebrating and Accepting Differences</u> Children explore how we are all different. Children will most probably discuss physical differences (hair colour/sex/skin colour).</p> <p><u>Black History Month</u> Children will explore Rosa Parks.</p> <p><u>Martin Luther King Jr.</u> Children will explore MLK and talk about using kind words.</p> <p><u>Holocaust Memorial Day</u> Children will explore HMD</p>	<p><u>Bonfire Night/Diwali</u> Children will explore the celebrations and make comparisons between the celebrations.</p> <p><u>Holocaust Memorial Day</u> Children will explore HMD and theme. Children will explore being kind to others, regardless of their differences, e.g., race, sex, or religion.</p> <p><u>Holi</u> Children will explore the Hindu festival of colour.</p> <p><u>Eid - Ramadan</u></p>	<p><u>Celebrating and Accepting Differences</u> Children explore how we are all different. Children will most probably discuss physical differences (hair colour/sex/skin colour).</p> <p><u>Holocaust Memorial Day</u> Children will explore HMD and theme. Children will explore being kind to others, regardless of their differences, e.g., race, sex, or religion.</p> <p><u>Inspirational Women - The Suffragettes</u></p>	<p><u>Celebrating and Accepting Differences</u> Children will engage in a picture book, i.e., <i>My Shadow is Pink</i> (LGBT themes).</p> <p><u>LGBT Theme Week - Different Families</u> Children will explore what family means and discuss different types of families, including married nuclear families, single parent families and same sex parent families.</p>

						<p>and theme. Children will explore being kind to others, regardless of their differences, e.g., race, sex, or religion.</p> <p><u>Lunar New Year</u> Children will explore the customs and traditions of people celebrating.</p>	Children will explore the Islamic festival and traditions.	Children will explore the Suffragettes and learn about the fight for voting equality.	
Year 1	<p><u>International Children's Day</u> Children will explore Greta Thunberg and explore that age is no limit to making a difference in the world.</p>	<p><u>Sparkle Day</u> Children will celebrate the National Transgender Charity Day by reading a picture book, e.g., Neither, and discuss embracing self-identity/gender identity.</p>	<p><u>LGBT Theme Week - Different Families</u> Children will explore what family means and discuss different types of families, including married nuclear families, single parent families and same sex parent families.</p>		<p><u>Celebrating and Accepting Differences</u> Children explore how we are all different. Children will most probably discuss physical differences (hair colour/sex/skin colour).</p>	<p><u>Celebrating and Accepting Differences</u> Children explore how we are all different. Children will most probably discuss physical differences (hair colour/sex/skin colour).</p> <p><u>Black History Month</u> Children will explore Barack Obama.</p> <p><u>How Could We Teach Love?</u> Children will explore Nelson</p>	<p><u>Banfire Night/Diwali</u> Children will explore the celebrations and make comparisons between the celebrations.</p> <p><u>Holocaust Memorial Day</u> Children will explore HMD and theme. Children will explore being kind to others, regardless of their differences, e.g., race, sex, or religion.</p>	<p><u>Celebrating and Accepting Differences</u> Children explore how we are all different. Children will most probably discuss physical differences (hair colour/sex/skin colour).</p> <p><u>Holocaust Memorial Day</u> Children will explore HMD and theme. Children will explore being kind to others, regardless of their</p>	<p><u>Celebrating and Accepting Differences</u> Children will engage in a picture book, i.e., My Shadow is Pink (LGBT themes).</p> <p><u>LGBT Theme Week - Different Families</u> Children will explore what family means and discuss different types of families, including married nuclear families, single parent families</p>

					<p>Mandela and discuss how to promote love not hate.</p> <p><u>Martin Luther King Jr.</u> Children will explore MLK and talk about using making the right choice with words (not using offensive language).</p> <p><u>Holocaust Memorial Day</u> Children will explore HMD and theme. Children will explore being kind to others, regardless of their differences, e.g., race, sex, or religion.</p> <p><u>Lunar New Year</u> Children will explore the customs and traditions of people celebrating.</p>	<p><u>Holi</u> Children will explore the Hindu festival of colour.</p> <p><u>Eid - Ramadan</u> Children will explore the Islamic festival and traditions.</p>	<p>differences, e.g., race, sex, or religion.</p> <p><u>Inspirational Women - The Suffragettes</u> Children will explore the Suffragettes and learn about the fight for voting equality.</p>	and same sex parent families.	
Year 2	<u>International Children's Day</u>	<u>Sparkle Day</u> Children will celebrate the National	<u>LGBT Theme Week - Different Families</u>		<u>Celebrating and Accepting Differences</u>	<u>Celebrating and Accepting Differences</u>	<u>Bonfire Night/Diwali</u> Children will explore the	<u>Celebrating and Accepting Differences</u>	<u>Celebrating and Accepting Differences</u>

<p>Children will explore Greta Thunberg and explore that age is no limit to making a difference in the world.</p>	<p>Transgender Charity Day by reading a picture book, e.g., <i>Neither</i>, and discuss embracing self-identity/gender identity.</p>	<p>Children will explore what family means and discuss different types of families, including married nuclear families, single parent families and same sex parent families.</p>			<p>Children explore how we are all different. Children will most probably discuss physical differences (hair colour/sex/skin colour).</p>	<p>Children explore how we are all different. Children will most probably discuss physical differences (hair colour/sex/skin colour).</p> <p><u>Black History Month</u> Children will explore Martin Luther King Jr.</p> <p><u>How Could We Teach Love?</u> Children will explore Nelson Mandela and discuss how to promote love not hate.</p> <p><u>Martin Luther King Jr.</u> Children will explore MLK and talk about using making the right choice with words (not using offensive language).</p> <p><u>Holocaust Memorial Day</u> Children will explore HMD</p>	<p>celebrations and make comparisons between the celebrations.</p> <p><u>Holocaust Memorial Day</u> Children will explore HMD and theme. Children will explore being kind to others, regardless of their differences, e.g., race, sex, or religion.</p> <p><u>Holi</u> Children will explore the Hindu festival of colour.</p> <p><u>Eid - Ramadan</u> Children will explore the Islamic festival and traditions.</p>	<p>Children explore how we are all different. Children will most probably discuss physical differences (hair colour/sex/skin colour).</p> <p><u>Holocaust Memorial Day</u> Children will explore HMD and theme. Children will explore being kind to others, regardless of their differences, e.g., race, sex, or religion.</p> <p><u>Inspirational Women - The Suffragettes</u> Children will explore the Suffragettes and learn about the fight for voting equality.</p>	<p>Children will engage in a picture book, i.e., <i>My Shadow is Pink</i> (LGBT themes).</p> <p><u>LGBT Theme Week - Different Families</u> Children will explore what family means and discuss different types of families, including married nuclear families, single parent families and same sex parent families.</p>
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						<p>and theme. Children will explore being kind to others, regardless of their differences, e.g., race, sex, or religion.</p> <p><u>Lunar New Year</u> Children will explore the customs and traditions of people celebrating.</p>			
Year 3	<p><u>International Children's Day</u> Children will explore The Little Rock Nine and explore that age is no limit to making a difference in the world.</p>	<p><u>Sparkle Day</u> Children will celebrate the National Transgender Charity Day by reading a picture book, e.g., Neither, and discuss embracing self-identity/gender identity.</p>	<p><u>LGBT Theme Week - Different Families</u> Children will explore what family means and discuss different types of families, including married nuclear families, single parent families and same sex parent families.</p>		<p><u>What is Inclusion?</u> Children explore how we are all different. Children may wish to discuss physical differences (hair colour/sex/skin colour). Hidden/less obvious differences (religion/culture/sexual orientation/disability).</p> <p><u>LGBT Theme Week - LGBT Icons</u> Children will explore different LGBT celebrities,</p>	<p><u>What is Inclusion?</u> Children explore how we are all different. Children may wish to discuss physical differences (hair colour/sex/skin colour). Hidden/less obvious differences (religion/culture/sexual orientation/disability).</p> <p><u>Black History Month</u> Children will explore Nelson Mandela.</p>	<p><u>What is Inclusion?</u> Children explore how we are all different. Children may wish to discuss physical differences (hair colour/sex/skin colour). Hidden/less obvious differences (religion/culture/sexual orientation/disability).</p> <p><u>Bonfire Night/Diwali</u> Children will explore the celebrations.</p>	<p><u>What is Inclusion?</u> Children explore how we are all different. Children may wish to discuss physical differences (hair colour/sex/skin colour). Hidden/less obvious differences (religion/culture/sexual orientation/disability).</p> <p><u>Holocaust Memorial Day</u> Children will explore HMD and theme.</p>	<p><u>What is Inclusion?</u> Children explore how we are all different. Children may wish to discuss physical differences (hair colour/sex/skin colour). Hidden/less obvious differences (religion/culture/sexual orientation/disability).</p> <p><u>Celebrating and Accepting Differences</u> Children will engage in a</p>



					<p>e.g., Sir Lee Pearson (Paralympian).</p> <p><u>International Children's Day</u> Children will explore The Little Rock Nine and explore themes of racial equality.</p> <p><u>How Could We Teach Love?</u> Children will explore Nelson Mandela and discuss how to promote love not hate.</p> <p><u>Martin Luther King Jr.</u> Children will explore MLK and talk about using making the right choice with words (not using offensive language), racism and modern protests, e.g., BLM.</p> <p><u>Holocaust Memorial Day</u> Children will explore HMD and theme. Children will explore being</p>	<p>and make comparisons between the celebrations.</p> <p><u>Holocaust Memorial Day</u> Children will explore HMD and theme. Children will explore being kind to others, regardless of their differences, e.g., race, sex, sexual orientation or religion.</p> <p><u>Holi</u> Children will explore the Hindu festival of colour.</p> <p><u>Eid - Ramadan</u> Children will explore the Islamic festival and traditions.</p>	<p>Children will explore being kind to others, regardless of their differences, e.g., race, sex, sexual orientation or religion.</p> <p><u>LGBT Theme Week - HBT Bullying</u> Children will talk about homophobic, biphobic, transphobic (HBT) and sexist bullying and discuss its effects and why it is wrong.</p> <p><u>Inspirational Women - The Suffragettes</u> Children will explore the Suffragettes and learn about the fight for voting equality. Children may explore current female women in politics.</p>	<p>picture book, i.e., My Shadow is Pink (LGBT themes).</p> <p><u>LGBT Theme Week - LGBT</u> Children will explore what LGBT stands for and discuss the true meaning of the word 'gay'.</p> <p><u>LGBT Theme Week - Different Families</u> Children will explore what family means and discuss different types of families, including married nuclear families, single parent families and same sex parent families.</p> <p><u>LGBT Theme Week - LGBT Icons</u> Children will explore different LGBT celebrities, e.g., Elton John, Nicola Adams, Caitlyn Jenner and Lee</p>
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					<p>kind to others, regardless of their differences, e.g., race, sex, sexual orientation or religion.</p> <p><u>Lunar New Year</u> Children will explore the customs and traditions of people celebrating.</p> <p><u>Big Question Debate - "Sorry"</u> Children will learn the story of Anthony Walker - racially motivated attack.</p>			<p>Pearson (Paralympian).</p> <p><u>LGBT Theme Week - HBT Bullying</u> Children will talk about homophobic, biphobic, transphobic (HBT) and sexist bullying and discuss its effects and why it is wrong.</p>
Year 4	<p><u>International Children's Day</u> Children will explore The Little Rock Nine and explore that age is no limit to making a difference</p>	<p><u>Sparkle Day</u> Children will celebrate the National Transgender Charity Day by reading a picture book, e.g., Neither, and discuss embracing self-identity/gender identity.</p>	<p><u>LGBT Theme Week - Different Families</u> Children will explore what family means and discuss different types of families, including married nuclear families, single parent</p>	<p><u>What is Inclusion?</u> Children explore how we are all different. Children may wish to discuss physical differences (hair colour/sex/skin colour). Hidden/less obvious differences (religion/culture/sexual</p>	<p><u>What is Inclusion?</u> Children explore how we are all different. Children may wish to discuss physical differences (hair colour/sex/skin colour). Hidden/less obvious differences (religion/culture/</p>	<p><u>What is Inclusion?</u> Children explore how we are all different. Children may wish to discuss physical differences (hair colour/sex/skin colour). Hidden/less obvious differences (religion/culture/</p>	<p><u>What is Inclusion?</u> Children explore how we are all different. Children may wish to discuss physical differences (hair colour/sex/skin colour). Hidden/less obvious differences (religion/culture/</p>	<p><u>What is Inclusion?</u> Children explore how we are all different. Children may wish to discuss physical differences (hair colour/sex/skin colour). Hidden/less obvious differences (religion/culture/</p>

in the world.			families and same sex parent families.		<p>orientation/ disability).</p> <p><u>LGBT Theme Week - LGBT Icons</u> Children will explore different LGBT celebrities, e.g., Sir Lee Pearson (Paralympian).</p>	<p>sexual orientation/ disability).</p> <p><u>Black History Month</u> Children will explore Desmond Tutu.</p> <p><u>International Children's Day</u> Children will explore The Little Rock Nine and explore themes of racial equality.</p> <p><u>How Could We Teach Love?</u> Children will explore Nelson Mandela and discuss how to promote love not hate.</p> <p><u>Martin Luther King Jr.</u> Children will explore MLK and talk about using making the right choice with words (not using offensive language), racism and modern</p>	<p>sexual orientation/ disability).</p> <p><u>Bonfire Night/Diwali</u> Children will explore the celebrations and make comparisons between the celebrations.</p> <p><u>Holocaust Memorial Day</u> Children will explore HMD and theme. Children will explore being kind to others, regardless of their differences, e.g., race, sex, sexual orientation or religion.</p> <p><u>Holi</u> Children will explore the Hindu festival of colour.</p> <p><u>Eid - Ramadan</u> Children will explore the</p>	<p>sexual orientation/ disability).</p> <p><u>Holocaust Memorial Day</u> Children will explore HMD and theme. Children will explore being kind to others, regardless of their differences, e.g., race, sex, sexual orientation or religion.</p> <p><u>LGBT Theme Week - HBT Bullying</u> Children will talk about homophobic, biphobic, transphobic (HBT) and sexist bullying and discuss its effects and why it is wrong.</p> <p><u>Inspirational Women - The Suffragettes</u> Children will explore the Suffragettes and learn about the fight</p>	<p>sexual orientation/ disability).</p> <p><u>Celebrating and Accepting Differences</u> Children will engage in a picture book, i.e., My Shadow is Pink (LGBT themes).</p> <p><u>LGBT Theme Week - LGBT</u> Children will explore what LGBT stands for and discuss the true meaning of the word 'gay'.</p> <p><u>LGBT Theme Week - Different Families</u> Children will explore what family means and discuss different types of families, including married nuclear families, single parent families and same sex parent families.</p>
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					<p>protests, e.g., BLM.</p> <p><u>Holocaust Memorial Day</u> Children will explore HMD and theme. Children will explore being kind to others, regardless of their differences, e.g., race, sex, sexual orientation or religion.</p> <p><u>Lunar New Year</u> Children will explore the customs and traditions of people celebrating.</p> <p><u>Big Question Debate - "Sorry"</u> Children will learn the story of Anthony Walker - racially motivated attack.</p>	Islamic festival and traditions.	for voting equality. Children may explore current female women in politics.	<p><u>LGBT Theme Week - LGBT Icons</u> Children will explore different LGBT celebrities, e.g., Elton John, Nicola Adams, Caitlyn Jenner and Lee Pearson (Paralympian).</p> <p><u>LGBT Theme Week - HBT Bullying</u> Children will talk about homophobic, biphobic, transphobic (HBT) and sexist bullying and discuss its effects and why it is wrong.</p>	
Year 5	<u>International Children's Day</u> Children will explore	<u>Sparkle Day</u> Children will celebrate the National Transgender Charity Day by	<u>LGBT Theme Week - Different Families</u> Children will explore what		<u>What is Inclusion?</u> Children explore how we are all different. Children may	<u>What is Inclusion?</u> Children explore how we are all different. Children may	<u>What is Inclusion?</u> Children explore how we are all different. Children may	<u>What is Inclusion?</u> Children explore how we are all different. Children may	<u>What is Inclusion?</u> Children explore how we are all different. Children may

<p>Malala Yousafzai and explore that age is no limit to making a difference in the world.</p>	<p>reading a picture book, e.g., Neither, and discuss embracing self-identity/gender identity.</p>	<p>family means and discuss different types of families, including married nuclear families, single parent families and same sex parent families.</p>			<p>wish to discuss physical differences (hair colour/sex/skin colour). Hidden/less obvious differences (religion/culture/sexual orientation/disability).</p> <p><u>LGBT Theme Week - LGBT Icons</u> Children will explore different LGBT celebrities, e.g., Sir Lee Pearson (Paralympian).</p>	<p>wish to discuss physical differences (hair colour/sex/skin colour). Hidden/less obvious differences (religion/culture/sexual orientation/disability).</p> <p><u>Black History Month</u> Children will explore Little Rock Nine.</p> <p><u>How Could We Teach Love?</u> Children will explore Nelson Mandela and discuss how to promote love not hate.</p> <p><u>Martin Luther King Jr.</u> Children will explore MLK and talk about using making the right choice with words (not using offensive language), racism and modern</p>	<p>wish to discuss physical differences (hair colour/sex/skin colour). Hidden/less obvious differences (religion/culture/sexual orientation/disability).</p> <p><u>Bonfire Night/Diwali</u> Children will explore the celebrations and make comparisons between the celebrations.</p> <p><u>Holocaust Memorial Day</u> Children will explore HMD and theme. Children will explore being kind to others, regardless of their differences, e.g., race, sex, sexual orientation or religion.</p> <p><u>Holi</u></p>	<p>wish to discuss physical differences (hair colour/sex/skin colour). Hidden/less obvious differences (religion/culture/sexual orientation/disability).</p> <p><u>International Children's Day</u> Children will explore Malala Yousafzai and explore themes of gender equality in education.</p> <p><u>Holocaust Memorial Day</u> Children will explore HMD and theme. Children will explore being kind to others, regardless of their differences, e.g., race, sex, sexual orientation or religion.</p>	<p>wish to discuss physical differences (hair colour/sex/skin colour). Hidden/less obvious differences (religion/culture/sexual orientation/disability).</p> <p><u>Celebrating and Accepting Differences</u> Children will engage in a picture book, i.e., My Shadow is Pink (LGBT themes).</p> <p><u>LGBT Theme Week - LGBT</u> Children will explore what LGBT stands for and discuss the true meaning of the word 'gay'.</p> <p><u>LGBT Theme Week - Different Families</u> Children will explore what family means and discuss different types</p>
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Year 6	<u>International Children's Day</u> Children will explore	<u>Sparkle Day</u> Children will celebrate the National Transgender Charity Day by	<u>LGBT Theme Week - Different Families</u> Children will explore what	<u>What is Inclusion?</u> Children explore how we are all different. Children may	<u>What is Inclusion?</u> Children explore how we are all different. Children may	<u>What is Inclusion?</u> Children explore how we are all different. Children may	<u>What is Inclusion?</u> Children explore how we are all different. Children may	<u>What is Inclusion?</u> Children explore how we are all different. Children may

<p>Malala Yousafzai and explore that age is no limit to making a difference in the world.</p>	<p>reading a picture book, e.g., Neither, and discuss embracing self-identity/gender identity.</p>	<p>family means and discuss different types of families, including married nuclear families, single parent families and same sex parent families.</p>			<p>wish to discuss physical differences (hair colour/sex/skin colour). Hidden/less obvious differences (religion/culture/sexual orientation/disability).</p> <p><u>LGBT Theme Week - LGBT Icons</u> Children will explore different LGBT celebrities, e.g., Sir Lee Pearson (Paralympian).</p>	<p>wish to discuss physical differences (hair colour/sex/skin colour). Hidden/less obvious differences (religion/culture/sexual orientation/disability).</p> <p><u>Black History Month</u> Children will explore inspirational POC (of their choosing).</p> <p><u>How Could We Teach Love?</u> Children will explore Nelson Mandela and discuss how to promote love not hate. <u>Martin Luther King Jr.</u> Children will explore MLK and talk about using making the right choice with words (not using offensive language), racism and</p>	<p>wish to discuss physical differences (hair colour/sex/skin colour). Hidden/less obvious differences (religion/culture/sexual orientation/disability).</p> <p><u>Bonfire Night/Diwali</u> Children will explore the celebrations and make comparisons between the celebrations.</p> <p><u>Holocaust Memorial Day</u> Children will explore HMD and theme. Children will explore being kind to others, regardless of their differences, e.g., race, sex, sexual orientation or religion.</p> <p><u>Holi</u></p>	<p>wish to discuss physical differences (hair colour/sex/skin colour). Hidden/less obvious differences (religion/culture/sexual orientation/disability).</p> <p><u>International Children's Day</u> Children will explore Malala Yousafzai and explore themes of gender equality in education.</p> <p><u>Holocaust Memorial Day</u> Children will explore HMD and theme. Children will explore being kind to others, regardless of their differences, e.g., race, sex, sexual orientation or religion.</p>	<p>wish to discuss physical differences (hair colour/sex/skin colour). Hidden/less obvious differences (religion/culture/sexual orientation/disability).</p> <p><u>Celebrating and Accepting Differences</u> Children will engage in a picture book, i.e., My Shadow is Pink (LGBT themes).</p> <p><u>LGBT Theme Week - LGBT</u> Children will explore what LGBT stands for and discuss the true meaning of the word 'gay'. <u>LGBT Theme Week - Different Families</u> Children will explore what family means and discuss different types</p>
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					<p>modern protests, e.g., BLM.</p> <p><u>Holocaust Memorial Day</u> Children will explore HMD and theme. Children will explore being kind to others, regardless of their differences, e.g., race, sex, sexual orientation or religion.</p> <p><u>Lunar New Year</u> Children will explore the customs and traditions of people celebrating.</p> <p><u>Big Question Debate - "Sorry"</u> Children will learn the story of Anthony Walker - racially motivated attack.</p>	<p>Children will explore the Hindu festival of colour.</p> <p><u>Eid - Ramadan</u> Children will explore the Islamic festival and traditions.</p>	<p><u>LGBT Theme Week - HBT Bullying</u> Children will talk about homophobic, biphobic, transphobic (HBT) and sexist bullying and discuss its effects and why it is wrong.</p> <p><u>Inspirational Women - The Suffragettes</u> Children will explore the Suffragettes and learn about the fight for voting equality. Children may explore current female women in politics.</p>	<p>of families, including married nuclear families, single parent families and same sex parent families.</p> <p><u>LGBT Theme Week - LGBT Icons</u> Children will explore different LGBT celebrities, e.g., Elton John, Nicola Adams, Caitlyn Jenner and Lee Pearson (Paralympian).</p> <p><u>LGBT Theme Week - HBT Bullying</u> Children will talk about homophobic, biphobic, transphobic (HBT) and sexist bullying and discuss its effects and why it is wrong.</p>	
All Year Groups		<u>LGBT Theme Week - LGBT focussed picture book</u>	<u>LGBT Theme Week - Different Families</u>		<u>Respect / How can we show respect to others?</u>	<u>Respect / How can we show respect to others?</u>	<u>Respect / How can we show respect to others?</u>	<u>Respect / How can we show respect to others?</u>	<u>Love Yourself</u> Children will explore celebrities who promote self-






<p>(May explore)</p>		<p>Children will explore different picture books e.g., Billy, Bella and Bee, Red, A Crayon's Story, My Shadow is Pink, Julien is a Mermaid, Neither, From the Stars in the Sky to the Fish in the Sea</p> <p><u>Respect / How can we show respect to others?</u> Children will explore the word respect and what it means to be respectful to others, no matter their difference (linked to protected characteristics).</p>	<p>Children will explore what family means and discuss different types of families, including married nuclear families, single parent families and same sex parent families.</p>		<p>Children will explore the word respect and what it means to be respectful to others, no matter their difference (linked to protected characteristics).</p>	<p>Children will explore the word respect and what it means to be respectful to others, no matter their difference (linked to protected characteristics).</p>	<p>Children will explore the word respect and what it means to be respectful to others, no matter their difference (linked to protected characteristics).</p>	<p>Children will explore the word respect and what it means to be respectful to others, no matter their difference (linked to protected characteristics).</p>	<p>love, e.g., Ru Paul (LGBT drag queen).</p> <p><u>LGBT Theme Week - Important Flags</u> Children will explore different flags including LGBT and discuss pride celebrations, e.g., pride parade and Queen's jubilee.</p> <p><u>LGBT Theme Week - LGBT focussed picture book</u> Children will explore different picture books e.g., And Tango Makes Three, Love Makes a Family, Super Duper You - all focussed on inclusion.</p> <p><u>Respect / How can we show respect to others?</u> Children will explore the word respect and what it means to be</p>
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									<i>respectful to others, no matter their difference (linked to protected characteristics).</i>
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## Examples of the 9 Protected Characteristics (Equality Act 2010) appearing in Collective Worship Planning.

\*The mentions of the Equality Act specifically relate to KS2-aged children. Although the Equality Act 2010 is not specifically mentioned in EYFS and KS1 sessions, children explore the principles of equality and anti-discrimination teaching during these sessions

27.09.21	Trust	What is inclusion?		<p>Discuss the word inclusion. Link to being included and feeling welcome. Everyone is different but no one stands out or is left out.</p> <p><b>KS1</b> - How would being left out make someone feel? How can we always make sure children are included in school? - Looking after one another, caring for each other, being kind, treating everyone equally. Link to green behaviour.</p> <p><b>KS2</b> - Talk about how we are all different. Children may wish to discuss physical differences (hair colour/sex/skin colour). Hidden/less obvious differences (religion/culture/ sexual orientation/disability) could be discussed too. <b>Highlight to children that some of these characteristics are protected under the Equality Act 2010.</b></p> <p>Discuss how sometimes people can be made not to feel included. How would this make them feel? How can we always make sure children are included in school/outside of school? Link to green behaviour. Pick up on themes like embracing difference, loving everyone for who they are, making everyone welcome, everyone is included.</p> <p>Post-it notes/drawing pictures - how will I make someone feel included?</p>	<ul style="list-style-type: none"> <li>• Spiritual 1.</li> <li>• Spiritual 4.</li> <li>• Moral 1.</li> <li>• Moral 2.</li> <li>• Moral 3.</li> <li>• Moral 4.</li> <li>• Moral 5.</li> <li>• Social 1.</li> <li>• Social 2.</li> <li>• Social 3.</li> <li>• Cultural 1.</li> <li>• BV,IL: encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely.</li> <li>• BV,MRT: encourage respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010.</li> </ul>
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17.01.22	Honesty	<p>Martin Luther King</p> <p>Making the Right Choices: Racism</p>	<p>"IN THE END, WE WILL REMEMBER NOT THE WORDS OF OUR ENEMIES, BUT THE SILENCE OF OUR FRIENDS."</p>  <p>MARTIN LUTHER KING JR.</p> 	<ul style="list-style-type: none"> <li>• Race</li> <li>• Racism</li> <li>• Choice</li> <li>• Equality</li> <li>• Difference</li> <li>• Harmony</li> <li>• Respect</li> <li>• Tolerance</li> <li>• Inspiration</li> </ul>	<ul style="list-style-type: none"> <li>• Give a little background on who MLK is (there is PowerPoint in resources folder).</li> <li>• *People/person of colour, black people and white people are all acceptable terms during discussion.</li> <li>• Pick up on themes like respect, tolerance, <u>harmony</u> and inclusion.</li> <li>• Highlight theme of racism.</li> <li>• Explore the Martin Luther King (MLK) quote.</li> <li>• Talk to the children about what making the right choice involves, <u>ie</u> not using offensive language</li> <li>• <b>Highlight the consequences of racism to the children - race is protected under the Equality Act 2010.</b></li> <li>• If it hasn't arisen in conversation: discuss whether doing nothing/not reporting an incident is the right choice - link to quote 'silence of friends.'</li> <li>• Link to being honest <u>in order to the right thing.</u></li> <li>• Link to modern day protests - Black Lives Matter - people standing together for what is right/ people showing their support for black people who have experienced discrimination simply because of the colour of their skin - the movement encourages all to make</li> </ul>	<ul style="list-style-type: none"> <li>• Moral 1.</li> <li>• Moral 2.</li> <li>• Moral 3.</li> <li>• Moral 4.</li> <li>• Moral 5.</li> <li>• Social 1.</li> <li>• Social 2.</li> <li>• Social 3.</li> <li>• Cultural 1.</li> <li>• Cultural 3.</li> <li>• Cultural 4.</li> <li>• BV,IL: encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely.</li> <li>• BV,MRT: Pupils <del>have an</del> <u>understanding</u> of the importance of identifying and combatting discrimination.</li> <li>• BV,MRT: Schools encourage respect for other people, paying <u>particular regard</u> to the protected characteristics set out in the Equality Act 2010.</li> <li>• BV,ROL: Students are enabled to distinguish right from wrong.</li> </ul>
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SPRING 2

Date (Week Commencing)	Living Value	Theme of Worship	Bible Quote (if applicable) /Quote	Discussion Points/ Resources/ Suggested Activities Resources can be found: Staff Share>Subject Leadership>SMSC>Resources	SMSC/British Values Links
21.02.22	Class <u>worship</u> all week - Year 6 Mock Week		<b>FEBRUARY MARKS LGBTQ+ HISTORY MONTH. THIS WEEK WILL BE SPENT EXPLORING LGBTQ CULTURE - ICONS/MUSIC/ARTWORK/FLAGS - AND INCLUSION. CHOOSE WHICH 5 LGBTQ+ HISTORY MONTH ACTIVITIES YOU WOULD LIKE TO USE/FOCUS ON.</b>		
LGBT+ History Month	Forgiveness	Year 5/6	 	<p>Year 5/6</p> <ul style="list-style-type: none"> <li>Do they know why the letters, LGBT are significant?</li> <li>You may want to show children a rainbow flag and ask the children what the significance of it is.</li> <li>Ask the children what does LGBT+ stand for?</li> <li>Explain to the children what the letters mean - Lesbian, Gay, Bisexual, Transgender. These words describe a person's sexual orientation (who you love) or gender identity.</li> <li><b>It is <u>not appropriate</u> to focus on any aspect of differing sexual practices (i.e. what people do with their bodies sexually).</b></li> <li>You may need to explain this in child-friendly terms, e.g. two males who love each other or a family could have two mums (linking to different families).</li> <li>Discuss the quote. What does it mean?</li> <li>Using the word 'gay' is acceptable and can be used to describe someone's sexuality, but that person should use that word first, and the children need to understand it is should not be used offensively.</li> <li>Highlight to the children that we are all created in the image of God, and so whatever their background, disability, ethnicity, gender, identity, nationality, religion, or sexual orientation, they should be treated with dignity and respect.</li> </ul>	<ul style="list-style-type: none"> <li>Spiritual 1.</li> <li>Spiritual 3.</li> <li>Spiritual 4.</li> <li>Moral 1.</li> <li>Moral 2.</li> <li>Moral 3.</li> <li>Social 1.</li> <li>Social 3.</li> <li>Cultural 1.</li> <li>Cultural 2.</li> <li>BV, MRT: Schools promote further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation for and respect for their own and other cultures.</li> <li>BV, MRT: Schools encourage respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010.</li> </ul>
<p>*IMPORTANT TO NOTE: The Church of England's teaching about marriage has not changed. Whilst same-sex marriage has been legal in England since 2014, same-sex weddings cannot be performed by Church of England clergy or in Church of England churches.</p> <p>2019</p>					

<p>21.02.22</p> <p>LGBT+ History Month</p>	<p>Forgiveness</p>	<p><b>KS2</b> LGBT icons</p>	<p>N/A.</p>	<p><b>KS2</b></p> <ul style="list-style-type: none"> <li>Ask the children about their favourite celebrities/sporting heroes - Who are they? What is special about them? Why are they inspirational?</li> <li>Some of the children's favoured celebrities and public figures are likely to include people who are lesbian, gay, bisexual and trans.</li> <li>You may just want to focus on one LGBT icon -            Elton John - listen to his music            Tom Daley - watch some of his diving.            Alan Turing - explore the history.            Chris Smith (First gay MP) - explore the history.            Gareth Thomas - watch some of his rugby.            Nicola Adams - watch some of her boxing.            Caitlin Jenner - watch some of Bruce's Olympic videos, before showing her as Caitlin.            Sir Lee Pearson (Paralympian) - watch some of his equestrian achievements.  <a href="https://www.bbc.co.uk/newsround/55276399">https://www.bbc.co.uk/newsround/55276399</a>            *Use YouTube for clips.</li> </ul> <p>Only tell the children that the icon(s) are part of the LGBT community after watching the video - reinforce the idea that it doesn't matter who you are/it is not a negative thing to be LGBT.</p> <ul style="list-style-type: none"> <li>Don't assume that it is obvious that a role model is LGBT - you might need to explain this to the children.</li> <li>Highlight to the children that some of these icons underwent hardship and bullying because of who they were/are - for example, Alan Turing was arrested.</li> <li>Remind the children that it is the rights of all people, by law in the UK, to live freely within their sexual orientation or gender identity without discrimination.</li> </ul>	<ul style="list-style-type: none"> <li>Spiritual 1.</li> <li>Spiritual 2.</li> <li>Moral 1.</li> <li>Moral 2.</li> <li>Social 3.</li> <li>BV, MRT:            Schools encourage respect for other people, paying attention to the protected characteristics set out in the Equality Act 2010.</li> <li>BV, ROL:            Pupils have an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety.</li> </ul>
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21.02.22

LGBT+  
History  
Month

Forgiveness

KS2

Debate





KS2

Should someone have to hide who they are on the inside?


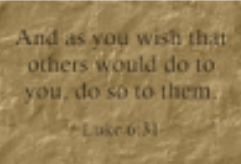

- Talk to the children that being LGBT is not something that we can see on the outside, but only a feeling on the inside - people must choose to share this with the world
- You may want to read a page from the book 'My Shadow is Pink' about the boy feeling like he had to hide his shadow.
- Inform them that in some countries, people are not allowed to share who they are
- As a class, you might discuss and debate:
  - whether people should be forced to hide who they are?
  - Should we hide God's creation?
  - Do people have to hide in school?
  - Do people have to hide in our country?
  - What can we do to help those people who feel they have to hide?
- Remind children that sexual orientation is protected characteristic under the Equality Act 2010 - people are protected under law.
- Children must understand that is the rights of all people to live freely within their sexual orientation or gender identity without discrimination
- Remind children that as Christians, we are encouraged to live like Jesus, growing in wisdom, and sharing love and compassion for all
- Create a mind map with discussion points.
- Create a Post-it-note wall of arguments.



- Spiritual 1.
- Spiritual 3.
- Moral 1.
- Moral 2.
- Moral 3.
- Moral 4.
- Social 2.
- BV, MRT: Schools encourage respect for other people, paying particular care to the protected characteristics set out in the Equality Act 2010.
- BV, ROL: Pupils have an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety.

<p>21.02.22</p> <p>LGBT+ History Month</p>	<p>Forgiveness</p>	<p><b>KS2</b></p> <p>Bullying</p>	 	<p><b>KS2</b></p> <ul style="list-style-type: none"> <li>• Talk about homophobic, <del>biphobic</del>, transphobic (HBT) and sexist bullying and discuss its effects and why it is wrong.</li> <li>• Remind children that sexual orientation is protected characteristic under the Equality Act 2010 - people are protected under law.</li> <li>• Children should be encouraged to take a lead in challenging prejudicial behaviour and language.</li> <li>• Children must understand that is the rights of all people to live freely within their sexual orientation or gender identity without discrimination.</li> <li>• Remind children that as Christians, we are encouraged to live like Jesus, growing in wisdom, and sharing love and compassion for all.</li> <li>• You may want to share the story of Justin Fashanu, Britain's first openly gay footballer, who after he came out, didn't receive much support and suffered homophobic bullying, as well as harassment from the tabloid newspapers. Discuss how this would have affected him. If someone bullied him in school, what would the consequences be?</li> </ul>	<ul style="list-style-type: none"> <li>• Spiritual 1.</li> <li>• Spiritual 3.</li> <li>• Spiritual 4.</li> <li>• Moral 1.</li> <li>• Moral 2.</li> <li>• Moral 3.</li> <li>• Moral 4.</li> <li>• Moral 5.</li> <li>• Social 1.</li> <li>• Social 2.</li> <li>• Social 3.</li> <li>• Cultural 1.</li> <li>• BV, MRT: Schools encourage respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010.</li> <li>• BV, ROL: Pupils have an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety.</li> <li>• BV, MRT: Pupils have an understanding of the importance of identifying and combatting discrimination.</li> <li>• BV, ROL: Students are enabled to distinguish right from wrong and to respect the civil and criminal law of Britain.</li> </ul>
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SUMMER 1

Date (Week Commencing)	Living Value	Theme of Worship	Bible Quote (if applicable) /Quote	Vocab	Discussion Points/ Resources/ Suggested Activities <i>Resources can be found Staff Share&gt;Subject Leadership&gt;SMSC&gt;Resources</i>	SMSC/British Values Links
19.04.22	<b>Respect</b>	What does respect mean to me?	  	<ul style="list-style-type: none"> <li>• Respect</li> <li>• Respectful</li> </ul>	<ul style="list-style-type: none"> <li>• Explore the word respect and what it means to be respectful</li> <li>• Explore the value card (usually displayed on your boards).</li> <li>• What/who do we show respect to in school? - Link to green behaviour - respecting to others/adults/ property.</li> <li>• Where do we show respect out of school? - Respect to <u>grown ups</u> at home, ...to the planet, ...to others.</li> <li>• Explore the quote - the 'golden rule' - acting in a way in which you would want others to act too.</li> <li>• <b>EYFS</b> Explore Everyone Matters book</li> <li>• <b>KS2</b> You may want to link back to Black History month/LGBT week - <b>link back to Equality Act 2010 - duty to respect those with protected characteristics</b></li> <li>• Make clear links to British Values</li> <li>• Listen to Respect, Anetha Franklin... children to finish 'RESPECT, I know what it means to me..'</li> <li>• Post it notes - Children to write sentence about what respect means to them.</li> <li>• Add children's reflections to value display.</li> </ul>	<ul style="list-style-type: none"> <li>• Spiritual 1.</li> <li>• Spiritual 4.</li> <li>• Moral 3.</li> <li>• BV, IL: Students are encouraged to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely.</li> <li>• BV, MRT: Schools encourage respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010.</li> </ul>

03.05.22	Respect	Eid	  <p>Respect &amp; Tolerance</p>	<ul style="list-style-type: none"> <li>• Eid [ee-d]</li> <li>• Muslim</li> <li>• Islamic</li> <li>• Ramadan</li> <li>• Festival</li> <li>• Celebration</li> <li>• Fasting</li> <li>• Qur'an</li> <li>• Mosque</li> <li>• Zakat [Zak-at]</li> <li>• Charity</li> </ul> <p>"Eid Mubarak" (EED mao-BAH-ruck) - Happy Eid!</p>	<ul style="list-style-type: none"> <li>• Eid al-Fitr is a religious festival celebrated by Muslims that marks the end of the month-long dawn-to-sunset fasting of Ramadan.</li> <li>• <b>KS2</b> Make children aware that the freedom to choose and hold other faiths and beliefs is protected in law &amp; religious beliefs are protected under the Equality Act 2010.</li> <li>• Discuss with the children that Eid is a religious festival - can the children name any other religious celebrations, whether Christian or otherwise (e.g., Christmas, Diwali)?</li> <li>• Explore the PowerPoint all about Eid and discuss how Muslims celebrate the festival with the children - make comparisons between the customs of Eid and other religious celebrations.</li> <li>• Watch the <b>Cbeebies</b> video about Eid.</li> <li>• Highlight to the children that we must respect the customs, even if they are not ones we may follow, or the children might find strange.</li> <li>• Decorate hands in <b>Mendhi</b> patterns, like some Muslims do to celebrate.</li> <li>• During Ramadan and Eid, praying is particularly important for Muslims. Have some time for quiet reflection and prayer, individual or whole class. You might want to play an Islamic Call to Prayer video.</li> <li>• Zakat (giving/charity) is very important. Discuss as a class, ways you could 'give' or be charitable.</li> </ul>	<ul style="list-style-type: none"> <li>• Spiritual 3.</li> <li>• Cultural 1.</li> <li>• Cultural 2.</li> <li>• Cultural 3.</li> <li>• BV, MRT: Pupils have an acceptance that other people having different faiths or beliefs to themselves (or having none) should be accepted and tolerated and should not be the cause of prejudicial or discriminatory behaviour.</li> <li>• BV, MRT: Schools promote further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation for and respect for their own and other cultures.</li> </ul>
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## Protected Characteristics: PHSE

### Dreams and Goals Unit of Work

	Age	Gender Reassignment	Being married or in a civil partnership	Being pregnant or on maternity leave	Disability	Race including colour, nationality, ethnic or national origin	Religion or belief	Sex	Sexual orientation
EYFS	<p>The children in EYFS will explore themes related to or explicitly linked to the protected characteristics throughout the year. Although not explicitly covered during this unit of work in PSHE, the children will explore the themes through collective worship, through related story times and conversations with adults. We hope that through these quality interactions, that our children will begin to form a positive, inclusive mindset, and will be prepared for future learning, both in year 1 and beyond.</p>								
Year 1					Lesson 1 includes an image of a child with a disability	There are a variety of images used in this unit which show a range of ethnic origins	Lesson one includes an image of a child who is Sikh		
Year 2					Lesson 1 includes an image of a child with a disability	There are a variety of images used in this unit which show a range of ethnic origins		Lesson 1 includes sporting images which challenge gender stereotypes	
Year 3					Lesson 1 includes an	There are a variety of			

					image of a child with a disability (earing aid)	images used in this unit which show a range of ethnic origins			
Year 4						There are a variety of images used in this unit which show a range of ethnic origins			
Year 5			Lesson 1 includes images of different families		Lesson 1 includes an image of a child with a disability (earing aid)	There are a variety of images used in this unit which show a range of ethnic origins		Lesson 1 includes images of careers which challenge gender stereotypes	
Year 6		Chosen charity for this unit can be LGBTQ+			Lesson 2 includes an image of a child with a disability	There are a variety of images used in this unit which show a range of ethnic origins			Chosen charity for this unit can be LGBTQ+

## Protected Characteristics: PHSE

### Celebrating Differences Unit of Work

	Age	Gender Reassignment	Being married or in a civil partnership	Being pregnant or on maternity leave	Disability	Race including colour, nationality, ethnic or national origin	Religion or belief	Sex	Sexual orientation
EYFS	<p>The children in EYFS will explore themes related to or explicitly linked to the protected characteristics throughout the year. Although not explicitly covered during this unit of work in PSHE, the children will explore the themes through collective worship, through related story times and conversations with adults. We hope that through these quality interactions, that our children will begin to form a positive, inclusive mindset, and will be prepared for future learning, both in year 1 and beyond.</p>								
Year 1	<p>Although not explicitly covered during this unit of work in PSHE, the children will continue to explore the protected characteristics through collective worship, other units in PSHE and through conversations with adults, specifically around celebrating differences and uniqueness. We hope that through these quality interactions, that our children will form a positive, inclusive mindset.</p>								
Year 2		Children learn about recognise gender stereotypes, that boys and girls can have differences and similarities and that is OK						Children learn about recognise gender stereotypes, that boys and girls can have differences and similarities and that is OK	
Year 3			Children learn about families,						

			that they are all different						
Year 4		Children consider the concept of judging people by their appearance			Children consider the concept of judging people by their appearance	Children consider the concept of judging people by their appearance	Children consider the concept of judging people by their appearance	Children consider the concept of judging people by their appearance	
Year 5						Children explore culture and cultural differences and link this to racism	Children explore culture and cultural differences		
Year 6		Children discuss differences and similarities and that, for some people,				Children discuss differences and similarities and that, for some people,	Children discuss differences and similarities and that, for some people	Children discuss differences and similarities and that, for some people	Children discuss differences and similarities and that, for some people

## Protected Characteristics: PHSE

### Celebrating Differences Unit of Work

	Age	Gender Reassignment	Being married or in a civil partnership	Being pregnant or on maternity leave	Disability	Race including colour, nationality, ethnic or national origin	Religion or belief	Sex	Sexual orientation
EYFS	<p>The children in EYFS will explore themes related to or explicitly linked to the protected characteristics throughout the year. Although not explicitly covered during this unit of work in PSHE, the children will explore the themes through collective worship, through related story times and conversations with adults. We hope that through these quality interactions, that our children will begin to form a positive, inclusive mindset, and will be prepared for future learning, both in year 1 and beyond.</p>								
Year 1						There are a variety of images used in this unit which show a range of ethnic origins	Opportunities to discuss halal/kosher food laws		
Year 2			Lesson 2 shows images of different families			There are a variety of images used in this unit which show a range of ethnic origins			
Year 3						There are a variety of			

						images used in this unit which show a range of ethnic origins			
Year 4						There are a variety of images used in this unit which show a range of ethnic origins			
Year 5		Lesson 4 looks at body image and opportunities to discuss gender and gender reassignment where necessary	Lesson 2 uses scenarios which involve relationships		Lesson 3 discuss diabetes/epilepsy  Lesson 5 discusses anorexia and bulimia			Lesson 4 looks at body image and challenges gender stereotypes	
Year 6		This unit is underpinned by our wellbeing driver and therefore body image is part of this				There are a variety of images used in this unit which show a range of	Lesson 1 discusses beliefs about vaccines		



						<i>ethnic origins</i>			
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## Protected Characteristics: PHSE

### Being Me in My World Unit of Work

	Age	Gender Reassignment	Being married or in a civil partnership	Being pregnant or on maternity leave	Disability	Race including colour, nationality, ethnic or national origin	Religion or belief	Sex	Sexual orientation
EYFS	<p>The children in EYFS will explore themes related to or explicitly linked to the protected characteristics throughout the year. Although not explicitly covered during this unit of work in PSHE, the children will explore the themes through collective worship, through related story times and conversations with adults. We hope that through these quality interactions, that our children will begin to form a positive, inclusive mindset, and will be prepared for future learning, both in year 1 and beyond.</p>								
Year 1						<p>There are a variety of images used in this unit which show a range of ethnic origins</p>			
Year 2						<p>There are a variety of images used in this unit which show a range of ethnic origins</p>			

Year 3					Lesson 5 - the children receive a letter from Sam who has a disability	There are a variety of images used in this unit which show a range of ethnic origins			
Year 4	lesson 5 includes an image of an elderly Judge				Lesson 5 includes and image of a child with a disability	There are a variety of images used in this unit which show a range of ethnic origins		Lesson 1 - gender stereotypes discussed	
Year 5					Lesson 2 includes and image of a child with a disability	There are a variety of images used in this unit which show a range of ethnic origins	Lesson 2 shows images of different cultures and religions		
Year 6			Lesson 1 focuses on JK Rowling who was divorced						

## Protected Characteristics: PHSE

### Relationships

	Age	Gender Reassignment	Being married or in a civil partnership	Being pregnant or on maternity leave	Disability	Race including colour, nationality, ethnic or national origin	Religion or belief	Sex	Sexual orientation
EYFS	<p>The children in EYFS will explore themes related to or explicitly linked to the protected characteristics throughout the year. Although not explicitly covered during this unit of work in PSHE, the children will explore the themes through collective worship, through related story times and conversations with adults. We hope that through these quality interactions, that our children will begin to form a positive, inclusive mindset, and will be prepared for future learning, both in year 1 and beyond.</p>								
Year 1			Lesson 1 looks at different types of family					Lesson 1 looks at different types of family and stereotypical gender roles	Lesson 1 looks at different types of family
Year 2			Lesson 1 explicitly teaching about marriage		Lesson 1 includes and image of a child with a disability	There are a variety of images used in this unit which show a range of ethnic origins	Lesson 1 explicitly teaching about marriage	Lesson 1 explicitly teaching about same sex marriage	Lesson 1 explicitly teaching about same sex marriage
Year 3				This can be discussed when discussing job roles and rights		There are a variety of images used in this unit which show a range of	There are a variety of images of different cultures	Lesson 1 discusses stereotypical gender roles and	

						ethnic origins		responsibilities	
Year 4			This unit talks about having a girlfriend/boyfriend and what this may mean for adults						This unit talks about having a girlfriend/boyfriend and what this may mean for adults
Year 5	In lesson 1, the children discuss who they are as a person in terms of their characteristics and personal qualities	In lesson 1, the children discuss who they are as a person in terms of their characteristics and personal qualities	In lesson 1, the children discuss who they are as a person in terms of their characteristics and personal qualities	In lesson 1, the children discuss who they are as a person in terms of their characteristics and personal qualities	In lesson 1, the children discuss who they are as a person in terms of their characteristics and personal qualities	In lesson 1, the children discuss who they are as a person in terms of their characteristics and personal qualities	In lesson 1, the children discuss who they are as a person in terms of their characteristics and personal qualities	In lesson 1, the children discuss who they are as a person in terms of their characteristics and personal qualities	In lesson 1, the children discuss who they are as a person in terms of their characteristics and personal qualities
Year 6					This unit is underpinned by our wellbeing driver and there are many opportunities to discuss mental health				

## Protected Characteristics: PSHE

### Changing Me Unit of Work

	Age	Gender Reassignment	Being married or in a civil partnership	Being pregnant or on maternity leave	Disability	Race including colour, nationality, ethnic or national origin	Religion or belief	Sex	Sexual orientation
EYFS	<p>The children in EYFS will explore themes related to or explicitly linked to the protected characteristics throughout the year. Although not explicitly covered during this unit of work in PSHE, the children will explore the themes through collective worship, through related story times and conversations with adults. We hope that through these quality interactions, that our children will begin to form a positive, inclusive mindset, and will be prepared for future learning, both in year 1 and beyond.</p>								
Year 1								Lesson 1 - exploring differences between male and female	
Year 2				Lesson 1 - how babies develop in the mother's womb					
Year 3		Lesson 1 - looks at identity and self esteem			Lesson 1 - looks at identity and self esteem		Lesson 1 - looks at identity and self esteem	Lesson 1 - looks at identity and self esteem	
Year 4		differences and similarities in people: sexuality - what it is						Children explore differences and similarities in people: sexuality - what it is	differences and similarities in people: sexuality - what it is

		and what words describe it.						sexuality - what it is and what words describe it.  Children explore changes in boys and girls and why they happen	and what words describe it.
Year 5		Children explore differences and similarities in people: sexuality - what it is and what words describe it.						Children explore differences between girls and boys including menstruation.	
Year 6		Children explore gender stereotypes and how homophobia wrong.  Children will understand the different family types.		Children explain how a baby develops in the womb during pregnancy and how babies are born.				Children reflect on roles and relationships in the family. physical differences between girls and boys including menstruation	Children explore gender stereotypes and how homophobia wrong.

## Protected Characteristics: RE

	Age	Gender Reassignment	Being married or in a civil partnership	Being pregnant or on maternity leave	Disability	Race including colour, nationality, ethnic or national origin	Religion or belief	Sex	Sexual orientation
EYFS	Incarnation Unit: Understanding the birth of Jesus.			Incarnation Unit: Mary		Gospel Unit: The Good Samaritan.  Judaism Unit and festival celebrations throughout the year.	All		
Year 1				Incarnation Unit: Mary		Judaism Unit and festival celebrations throughout the year.	All		
Year 2	Salvation Unit: First communion.			Incarnation Unit: Mary	Gospel Unit: the miracles of Jairus' daughter's healing and the healing of the 10 lepers.	Judaism Unit and festival celebrations throughout the year. Salvation Unit: Looking at crosses around the world.	All		
Year 3				Incarnation Unit: Mary	Gospel Unit	Islam Unit and festival celebrations throughout the year.	All		



Year 4				Incarnation Unit: Mary		Islam Unit and festival celebrations throughout the year.	All	People of God Unit: Deborah, the only female judge.	
Year 5			Incarnation Unity: Mary	Incarnation Unit: Mary		Incarnation and Gospel Units: Who the gospels were written by and who their intended audiences. Hinduism Unit and festival celebrations throughout the year. Incarnation: Exploring images of Mary from around the world.	All	Incarnation: Woman in the Bible - The role of Mary.	
Year 6			Incarnation Unity: Mary	Incarnation Unit: Mary		Buddhism Unit and festival celebrations throughout the year.	All		

## Protected Characteristics: History

	Age	Gender Reassignment	Being married or in a civil partnership	Being pregnant or on maternity leave	Disability	Race including colour, nationality, ethnic or national origin	Religion or belief	Sex	Sexual orientation
EYFS			Kings and Queens. (Queens Knickers)  Families		Rumpelstiltskin				
Year 1	British History  Beyond Living memory  Local History			British History (1960s, 1990, now)- Parent/grandparents.  Local History- George Stevenson		British History- 60' 90's now  Beyond Living memory- The Wright Brothers			
Year 2	British History  Beyond Living memory Local History		British History- Queens (Victoria)	British History- Queens (Victoria).		Beyond living memory- Great Fire of London.			
Year 3	British History			Local History- Pilkington employment	Local History- Pilkington family trust	Ancient History- Stone	Ancient- Egyptian		

	Ancient History Local History			<i>of women during the war.</i>		age, bronze age, iron age.			
Year 4	British History Ancient History Local History					British History- Roman Empire. Ancient Greece	Ancient history- Greeks	British History- Roman Empire	Ancient Greece- Olympics completed Naked
Year 5	British History Ancient History Local History					Local History- David Gamble (Irish immigrant family)	Mayans- Gods Vikings/Anglo Saxons- Viking laws		
Year 6	British History Local History		Local History (WWI- letters to loved ones). British History (WW2)		Local History- WWI British History- WW2		British History- WW2 Local History- Pals- Faith being needed		

## Protected Characteristics: Modern Foreign Languages (MFL)

	Age	Gender Reassignment	Being married or in a civil partnership	Being pregnant or on maternity leave	Disability	Race including colour, nationality, ethnic or national origin	Religion or belief	Sex	Sexual orientation
EYFS						EAL children are invited to share their heritage language throughout lessons as it arises naturally. For example, looking for similarities/cognates in numbers or colours. These children are celebrated for their language learning eg speaking Romanian and English plus learning French.			
Year 1						EAL children are invited to share their heritage language throughout lessons as it arises naturally. For example, looking for similarities/cognates in numbers or colours. These children are celebrated for their language learning eg speaking Romanian and English plus learning French.			
Year 2						EAL children are invited to share their heritage language throughout lessons as it arises naturally. For example, looking for similarities/cognates in numbers or colours. These children are celebrated for their language learning eg speaking			

						Romanian and English plus learning French.			
Year 3						EAL children are invited to share their heritage language throughout lessons as it arises naturally. For example, looking for similarities/cognates in numbers or colours. These children are celebrated for their language learning eg speaking Romanian and English plus learning French.	Autumn 2-Bonfire night lesson. We discuss how in the UK we celebrate keeping our monarchy and the religious reasons behind the Gunpowder plot compared with the French celebrating becoming a Republic on Bastille Day.		
Year 4						EAL children are invited to share their heritage language throughout lessons as it arises naturally. For example, looking for similarities/cognates in numbers or colours. These children are celebrated for their language learning eg speaking Romanian and English plus learning French.			
Year 5						EAL children are invited to share their heritage language throughout lessons as it arises naturally. For example, looking			

						<p>for similarities/cognates in numbers or colours. These children are celebrated for their language learning eg speaking Romanian and English plus learning French.</p> <p>As part of Bastille Day study, we discuss Joseph Bologne who was a musician, champion fencer and colonel in the Revolution.</p>			
Year 6		<p>Sensitivity in delivery when discussing masculine and feminine gender in French nouns.</p> <p>Discussion of how in France 'Iel' has been employed as the non-gender specific alternative to 'il' and 'elle'.</p>				<p>EAL children are invited to share their heritage language throughout lessons as it arises naturally. For example, looking for similarities/cognates in numbers or colours. These children are celebrated for their language learning eg speaking Romanian and English plus learning French.</p>			<p>Sensitivity in delivery when discussing masculine and feminine gender in French nouns.</p> <p>Discussion of how in France 'Iel' has been employed as the non-gender specific alternative to 'il' and 'elle'.</p>

## Protected Characteristics: Design and Technology

	Age	Gender Reassignment	Being married or in a civil partnership	Being pregnant or on maternity leave	Disability	Race including colour, nationality, ethnic or national origin	Religion or belief	Sex	Sexual orientation
EYFS									
Year 1									
Year 2									
Year 3						Fruit Crumbles- Seasonality. Stilt houses- ethnicity			
Year 4	Torches- Age appropriateness of the user				Thomas Edison- ADHD/Dyslexia (home-schooled)	Spaghetti Bolognese.			
Year 5	CAMs- Age appropriateness of the user.					Zaha Hadid- Architect (Linked to art)- Structures			
Year 6					Thomas Edison- ADHD/Dyslexia (home-schooled)				

## Protected Characteristics: Music

	Age	Gender Reassignment	Being married or in a civil partnership	Being pregnant or on maternity leave	Disability	Race including colour, nationality, ethnic or national origin	Religion or belief	Sex	Sexual orientation
EYFS									
Year 1						BB King BAM E A.R.Rahman BAM E			
Year 2	Musical eras with different ages discussed 1940 - 1960				Stevie Wonder visually impaired. Benjamin Britten (Heart issues)	Stevie Wonder BAME Miles Davis (Black American) Dionne Warwick BAME			Benjamin Britten (LGBT)  Elton John (Y2) (LGBT)
Year 3	Musical eras with different ages discussed 1900 - 1940					Bob Marley (Black Jamaican) Miles Davies BAME Marvin Gaye BAME			
Year 4	Musical eras with different				Tchaikovsky (stage fright)				Tchaikovsky (LGBT)



	ages discussed 1820 - 1910				Ludwig Van Beethoven (Deaf)				
Year 5	Musical eras with different ages discussed 1760 - 1820				Beethoven (deaf) Holst (neuritis)	Ben Webster BAME Will Smith BAME Mc Hammer BAME Run DMC BAME			
Year 6	Musical eras with different ages discussed 1600 - 1760				Vivaldi (severe asthma)	Pharrell Williams BAME Bobby Mcferrin BAME Earl Hines BAME			

## Protected Characteristics: Geography

	Age	Gender Reassignment	Being married or in a civil partnership	Being pregnant or on maternity leave	Disability	Race including colour, nationality, ethnic or national origin	Religion or belief	Sex	Sexual orientation
EYFS			Family life. My world, your world.			My world your world. Saris. Main religion of India is Hinduism. Diwali link.	Traditional Indian subcontinent dress. Main religion of India is Hinduism.		
Year 1						Is everyone in my local area the same as me? How are we the same, how are we different?			
Year 2						Arise school in Tanzania	Tanzania Christian 63% Muslim 34%		
Year 3						Greece, Italy, Russia			
Year 4							History link Roman Gods Greek Gods		
Year 5						North America Barack Obama first black president of USA			
Year 6						South America Brazil	Roman Catholic More Roman Catholics in Brazil than in any other country in the world.		



## Protected Characteristics: Art

	Age	Gender Reassignment	Being married or in a civil partnership	Being pregnant or on maternity leave	Disability	Race including colour, nationality, ethnic or national origin	Religion or belief	Sex	Sexual orientation
EYFS									
Year 1					Max Ernst - As a German, alive during WWI, Max Ernst was drafted to fight. His time in the army traumatised him with his describing his subscription as his death from which, he was later resurrected during times of peace.	Wassily Kandinsky - As a Russian national living in Germany under Nazi occupation, Kandinsky was persecuted and ultimately had to leave his home and apply for citizenship in France.			Jasper Johns (LGBT)
Year 2					Van Gogh - temporal lobe epilepsy and well as suspected bipolar disorder	Faith Ringold - African American artist who's activism fighting against racial and gender based inequality has heavily influenced their work.	Marc Chagall - Jewish artist, faced and overcame severe persecution during WW2		

Year 3						<p>Ramesh Mario Nithiyendran - Sri Lankan Australian. His culturally diverse background and beliefs heavily influence his artwork.</p> <p>Edmonia Lewis - an African American, Native American artist who practised during a time of racial discrimination.</p>	<p>Ramesh Mario Nithiyendran - atheist from a Hindu/Christian background</p>		
Year 4						<p>Frida Kahlo - Mexican</p>	<p>Vivienne Westwood - anti racist anti sexism, campaigner, Her work and ethos provide a lot of opportunity for class discussion on equal rights.</p>		<p>Fridha Kahlo (LGBT)</p>

Year 5					Sarah Graham - bipolar disorder	Dame Zaha Mohammad Hadid - Iraqi British	Dame Zaha Mohammad Hadid - Islamic		
Year 6					Monet complained of cataracts interfering with his ability to see colours for 10 years before he finally underwent surgery to have them removed	Frida Kahlo - Mexican		Judith Leyster - Dutch artist practising during the Baroque era (1600s)	Fridha Kahlo (LGBT)

## Protected Characteristics: Science

	Age	Gender Reassignment	Being married or in a civil partnership	Being pregnant or on maternity leave	Disability	Race including colour, nationality, ethnic or national origin	Religion or belief	Sex	Sexual orientation
EYFS									
Year 1									
Year 2	Spring term - Animals including humans								
Year 3									
Year 4									
Year 5	Spring term - Animals including humans					Autumn Term - Earth and Space - Katherine Johnson		Autumn Term - Properties and changes of materials - Spencer Silver & Ruth Benerito	
Year 6					Autumn term - Electricity - Nikola Tesla (Mental Health issues)		Summer Term - Evolution and Inheritance - Charles Darwin		

### Protected Characteristics: Computing

	Age	Gender Reassignment	Being married or in a civil partnership	Being pregnant or on maternity leave	Disability	Race including colour, nationality, ethnic or national origin	Religion or belief	Sex	Sexual orientation
EYFS									
Year 1									
Year 2									
Year 3									
Year 4									
Year 5								Katherine Johnson	
Year 6						Steve Jobs			Alan Turing - Big Data