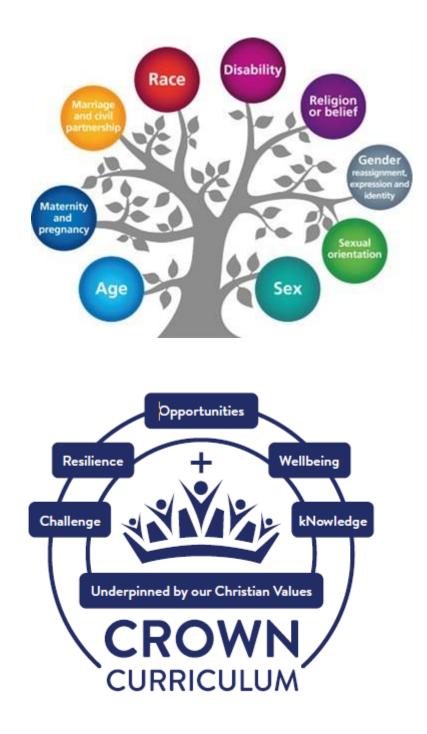
Crown Curriculum Audit of Protected Characteristics and Diversity



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
  race
- gender reassignment
- religion or belief

• sex

- marriage or civil partnership (in employment only)
- 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 Cyc	le – Trust,	Love, H	lonesty, Forg	iveness, Res	pect, Hope (2	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	International Children's Day Children will explore Greta Thunberg and explore that age is no limit to making a difference in the world.	Sparkle Day Children will celebrate the National Transgender Charity Day by reading a picture book, e.g., Neither, and discuss embracing self- identity/gender identity.	LGBT Theme <u>Week</u> - Different Eamilies Children will explore what family means and discuss different types of families, including married nuclear families, single parent families and same sex parent families.		Celebrating and Accepting Differences Children explore how we are all different. Children will most probably discuss physical differences (hair colour/sex/skin colour).	Celebrating and Accepting Differences Children explore how we are all different. Children will most probably discuss physical differences (hair colour/sex/skin colour). Black History Manth Children will explore Rosa Parks. Martin Luther King Jr. Children will explore MLK and talk about using kind words. Halocaust Memorial Day Children will explore HMD	Banfire Night/Diwali Children will explore the celebrations and make comparisons between the celebrations. Holocaust Memorial Day Children will explore HMD and theme. Children will explore being kind to others, regardless of their differences, e.g., race, sex, or religion. Holi Children will explore the Hindu festival of colour.	Celebrating and Accepting Differences Children explore how we are all different. Children will most probably discuss physical differences (hair colour/sex/skin colour). Halacaust Memorial Day Children will explore HMD and theme. Children will explore being kind to others, regardless of their differences, e.g., race, sex, or religion. Inspirational Wamen - The Suffragettes	Celebrating and Accepting Differences Children will engage in a picture book, i.e., My Shadow is Pink (LGBT themes). LGBT Theme Week - Different Eamilies Children will explore what family means and discuss different types of families, including married nuclear families, single parent families and same sex parent families.			

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

T					Maria dal	11-1:	d:00	
					Mandela and	Holi	differences, e.g.,	and same sex
					discuss how to	Children will	race, sex, or	parent families.
					promote love	explore the	religion.	
					rot hate.	Hindu festival	<b>.</b>	
						of colour.	Inspirational	
					Martin Luther		<u>Women – The</u>	
					<u>King Jr.</u>	<u>Eid – Ramadan</u>	<u>Suffragettes</u>	
					Children will	Children will	Children will	
					explore MLK	explore the	explore the	
					and talk about	Islamic festival	Suffragettes	
					using making	and traditions.	and learn	
					the right choice		about the fight	
					with words		for voting	
					(not using		equality.	
					offensive			
					language).			
					Holocaust			
					Memorial Day			
					Children will			
					explore HMD			
					and theme.			
					Children will			
					explore being			
					kind to others,			
					regardless of			
					their			
					differences, e.g.,			
					race, sex, or			
					religion.			
					Lunar New Year			
					Children will			
					explore the			
					customs and			
					traditions of			
					people			
					celebrating.			
Year	International	Sparkle Day	LGBT Theme	Celebrating and	Celebrating and	Bonfire	Celebrating and	Celebrating and
2	<u>Children's</u>	Children will	<u>Week</u> -	Accepting	Accepting	Night/Diwali	Accepting	Accepting
	Day	celebrate the	Different	Differences	Differences	Children will	Differences	Differences
		National	Families			explore the		

 Children	Transgender	Children will	Children explore	Children explore	celebrations	Children explore	Children will
will	Charity Day by	explore what	how we are all	how we are all	and make	how we are all	engage in a
explore	reading a	family means	different.	different.	comparisons	different.	picture book,
Greta	picture book,	and discuss	Children will	Children will	between the	Children will	i.e., My
Thurberg	e.g., Neither,	different	most probably	most probably	celebrations.	most probably	Shadow is Pirk
and	and discuss	types of	discuss physical			discuss	(LGBT themes).
explore	embracing self-	families,	differences (hair	physical	Holocaust	physical	
that age	identity/gender	including	colour/sex/skin	differences (hair	Memorial Day	differences (hair	LGBT Theme
is no	identity.	married	colour).	colour/sex/skin	Children will	colour/sex/skin	Week – Different
limit to	,	ruclear		colour).	explore HMD	colour).	Families
making a		families,			and theme.		Children will
difference		single parent		Black History	Children will	Holocaust	explore what
in the		families and		Month	explore being	Memorial Day	family means
world.		same sex		Children will	kind to others,	Children will	and discuss
		parent		explore Martin	regardless of	explore HMD	different types
		families.		Luther King Jr.	their	and theme.	of families,
		0		0	differences, e.g.,	Children will	including
				How Could We	race, sex, or	explore being	married nuclear
				Teach Love?	religion.	kind to others,	families, single
				Children will	0	regardless of	parent families
				explore Nelson	Holi	their	and same sex
				Mandela and	Children will	differences, e.g.,	parent families.
				discuss how to	explore the	race, sex, or	1 0
				promote love	Hindu festival	religion.	
				not hate.	of colour.	Ŭ	
					0	Inspirational	
				Martin Luther	<u>Eid - Ramadan</u>	<u>Women – The</u>	
				<u>King Jr.</u>	Children will	Suffragettes	
				Children will	explore the	Children will	
				explore MLK	Islamic festival	explore the	
				and talk about	and traditions.	Suffragettes	
				using making		and learn	
				the right choice		about the fight	
				with words		for voting	
				(not using		equality.	
				offensive			
				language).			
				Holocaust			
				<u>Memorial Day</u>			
				Children will			
				explore HMD			

Year 3	International Children's Day Children will explore The Little Rock Nine and explore that age i	Sparkle Day Children will celebrate the National Transgender Charity Day by reading a picture book, e.g., Neither, and discuss embracing self-	LGBT Theme Week - Different Eamilies Children will explore what family means and discuss different types of families,	What is Inclusion? Children explore how we are all different. Children may wish to discuss physical differences (hair colour/sex/skin colour).	and theme. Children will explore being kind to others, regardless of their differences, e.g., race, sex, or religion. Lunar New Year Children will explore the customs and traditions of people celebrating. What is Inclusion? Children explore how we are all different. Children may wish to discuss physical differences (hair colour/sex/skin	What is Inclusion? Children explore how we are all different. Children may wish to discuss physical differences (hair colour/sex/skin	What is Inclusion? Children explore how we are all different. Children may wish to discuss physical differences (hair colour/sex/skin	What is Inclusion? Children explore how we are all different. Children may wish to discuss physical differences (hair colour/sex/skin
					0			
Vaar	International	Sparkle Day	LGBT Thoma	What is	U	What is	What is	What is
3								
			00					
	will							
	explore	U	explore what	00	00			
		reading a	family means	wish to discuss	wish to	wish to	wish to	wish to
		picture book,		physical	discuss	discuss	discuss	discuss
					1 0			
			01 0		00	00	00	
	U		0					
	is no	identity/gender	including	Hidden/less	colour).	colour).	colour).	colour).
	limit to	identity.	married	obvious	Hidden/less	Hidden/less	Hidden/less	Hidden/less
	making a difference		nuclear	differences	obvious	obvious	obvious	obvious
	in the		families, single parent	(religion/culture/ sexual	differences (religion/culture/	differences (religion/culture/	differences (religion/culture/	differences (religion/culture/
	world.		single parent families and	sexual orientation/	(religion/culture/ sexual	(religion/culture/ sexual	(religion/culture/ sexual	(religion/culture/ sexual
			same sex	disability).	orientation/	orientation/	orientation/	orientation/
			parent		disability).	disability).	disability).	disability).
			families.	LGBT Theme	σ,	J' -	<del>d</del> , -	J'-
			, v	Week - LGBT	Black History	Bonfire	Holocaust	Celebrating and
				Icons	Month	Night/Diwali	Memorial Day	Accepting
				Children will	Children will	Children will	Children will	Differences
				explore different	explore Nelson	explore the	explore HMD	Children will
				LGBT celebrities,	Mandela.	celebrations	and theme.	engage in a

e.g., Sir Lee		and make	Children will	picture book,
Pearson	International	comparisons	explore being	i.e., My
(Paralympian).	Children's Day	between the	kind to others,	Shadow is Pink
	Children will	celebrations.	regardless of	(LGBT themes).
	explore The	Leteniation is.	their	(LUDI Meriles).
	Little Rock Nine	Holocaust	differences, e.g.,	LGBT Theme
	and explore	Memorial Day		Week - LGBT
	themes of racial	U	race, sex, sexual	Children will
	0	explore HMD	orientation or	explore what
	equality.	and theme.	religion.	LGBT stands
	How Could We	Children will	reugion.	for and
	Teach Love?		LGBT Theme	discuss the true
	Children will	explore being	<u>Week - HBT</u>	
		kind to others,		meaning of the
	explore Nelson	regardless of	<u>Bullying</u> Children will	word 'gay'.
	Mandela and discuss how to	their dillorences o a	talk about	LGBT Theme
		differences, e.g.,		
	promote love	race, sex,	homophobic,	<u>Week – Different</u> Families
	not hate.	sexual	biphobic,	
		orientation or	transphobic	Children will
	Martin Luther	religion.	(HBT) and	explore what
	King Jr.		sexist bullying	family means
	Children will	Holi	and discuss its	and discuss
	explore MLK	Children will	effects and why	different types
	and talk about	explore the	it is wrong.	of families,
	using making	Hindu festival	<del>.</del>	including
	the right choice	of colour.	Inspirational	married nuclear
	with words		<u>Women – The</u>	families, single
	(not using	<u>Eid - Ramadan</u>	Suffragettes	parent families
	offensive	Children will	Children will	and same sex
	language),	explore the	explore the	parent families.
	racism and	Islamic festival	Suffragettes	
	modern	and traditions.	and learn	LGBT Theme
	protests, e.g.,		about the fight	<u>Week - LGBT</u>
	BLM.		for voting	Icons
			equality.	Children will
	Holocaust		Children may	explore different
	<u>Memorial Day</u>		explore current	LGBT
	Children will		female women	celebrities, e.g.,
	explore HMD		in politics.	Elton John,
	and theme.			Nicola Adams,
	Children will			Caitlyn Jenner
	explore being			and Lee

					kind to others,			Pearson
					,			
					regardless of			(Paralympian).
					their			
					differences, e.g.,			LGBT Theme
					race, sex,			<u>Week - HBT</u>
					sexual			Bullying
					orientation or			Children will
					religion.			talk about
								homophobic,
					Lunar New Year			biphobic,
					Children will			transphobic
					explore the			(HBT) and
					customs and			sexist bullying
					traditions of			and discuss its
					people			effects and why
					celebrating.			it is wrong.
					Sectores sectores og.			se se manor og.
					Big Question			
					Debate – "Sorry"			
					Children will			
					learn the story			
					0			
					of Anthony			
					Walker –			
					racially			
					motivated			
	<b>T</b> ( ) ( )				attack.			
Year	<u>International</u> <u>Children's</u>	<u>Sparkle Day</u>	LGBT Theme	<u>What is</u>	What is	<u>What is</u>	<u>What is</u>	What is
4		Children will	<u>Week -</u>	Inclusion?	Inclusion?	Inclusion?	Inclusion?	Inclusion?
	Day	celebrate the	Different	Children explore	Children explore	Children explore	Children explore	Children explore
	Children	National	Families	how we are all	how we are all	how we are all	how we are all	how we are all
	will	Transgender	Children will	different.	different.	different.	different.	different.
	explore	Charity Day by	explore what	Children may	Children may	Children may	Children may	Children may
	The Little	reading a	family means	wish to discuss	wish to	wish to	wish to	wish to
	Rock	picture book,	and discuss	physical	discuss	discuss	discuss	discuss
	Nine and	e.g., Neither,	different	differences (hair	physical	physical	physical	physical
	explore	and discuss	types of	colour/sex/skin	differences (hair	differences (hair		differences (hair
	that age	embracing self-	families,	colour).	colour/sex/skin	colour/sex/skin	colour/sex/skin	colour/sex/skin
	is no	identity/gender	including	Hidden/less	colour).	colour).	colour).	colour).
	limit to	identity.	married	obvious	Hidden/less	Hidden/less	Hidden/less	Hidden/less
	making a	σ	ruclear	differences	obvious	obvious	obvious	obvious
	difference		families,	(religion/culture/	differences	differences	differences	differences
	00		0	sexual	(religion/culture/	(religion/culture/	(religion/culture/	(religion/culture/
			single parent	Sexuu	(rengios / cumple/	(rengion/cunter	(rengion/cumite/	(rengin / cume/

1			· · ·					
	in the	far	milies and	orientation/	sexual	sexual	sexual	sexual
٨	world.		me sex	disability).	orientation/	orientation/	orientation/	orientation/
		pa	rent		disability).	disability).	disability).	disability).
		far	milies.	LGBT Theme				
				Week - LGBT	Black History	<u>Bonfire</u>	Holocaust	Celebrating and
				Icons	Month	Night/Diwali	Memorial Day	Accepting
				Children will	Children will	Children will	Children will	Differences
				explore different	explore	explore the	explore HMD	Children will
				LGBT celebrities,	Desmond Tutu.	celebrations	and theme.	engage in a
				e.g., Sir Lee		ard make	Children will	picture book,
				Pearson	International	comparisons	explore being	i.e., My
				(Paralympian).	<u>Children's Day</u>	between the	kind to others,	Shadow is Pink
				0 1	Children will	celebrations.	regardless of	(LGBT themes).
					explore The		their	
					Little Rock Nine	Holocaust	differences, e.g.,	LGBT Theme
					and explore	Memorial Day	race, sex,	Week - LGBT
					themes of racial	Children will	sexual	Children will
					equality.	explore HMD	orientation or	explore what
					1 0	and theme.	religion.	LGBT stands
					How Could We	Children will	0	for and
					Teach Love?	explore being	LGBT Theme	discuss the true
					Children will	kind to others,	<u>Week - HBT</u>	meaning of the
					explore Nelson	regardless of	Bullying	word 'gay'.
					Mandela and	their	Children will	0 0
					discuss how to	differences, e.g.,	talk about	LGBT Theme
					promote love	race, sex,	homophobic,	<u>Week – Different</u>
					not hate.	sexual	biphobic,	Families
						orientation or	transphobic	Children will
					Martin Luther	religion.	(HBT) and	explore what
					<u>King Jr.</u>	0	sexist bullying	family means
					Children will		and discuss its	and discuss
					explore MLK		effects and why	different types
					and talk about	Holi	it is wrong.	of families,
					using making	Children will	J J.	including
					the right choice	explore the	Inspirational	married nuclear
					with words	Hindu festival	Women – The	families, single
					(not using	of colour.	Suffragettes	parent families
					offensive	σ	Children will	and same sex
					language),	Eid - Ramadan	explore the	parent families.
					racism and	Children will	Suffragettes	η
					modern	explore the	and learn	
						2. your Me	about the fight	
				1			manne sie jugit	

7 etti       Children's       Children will       Week -       Inclusion?       Inclusion?	International	Sparkle Day	LGBT Theme	What is	protests, e.g., BLM. Holocaust Memorial Day 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. Lunar New Year Children will explore the customs and traditions of people celebrating. Big Question Debate – "Sorry" Children will learn the story of Anthony Walker – racially motivated attack.	Islamic festival and traditions.	for voting equality. Children may explore current female women in politics.	LGBT Theme Week - LGBT Icans Children will explore different LGBT celebrities, e.g., Elton John, Nicola Adams, Caitlyn Jenner and Lee Pearson (Paralympian). LGBT Theme Week - HBT Bullying Children will talk about homophobic, biphobic, transphobic (HBT) and sexist bullying and discuss its effects and who it is wrong.
	<u>Children's</u> Day Children will	Children will celebrate the National Transgender	Week Different Eamilies Children will	Inclusion? Children explore how we are all different.	Inclusion? Children explore how we are all different.	Inclusion? Children explore how we are all different.	Inclusion? Children explore how we are all different.	

Malala	reading a	family means	wish to discuss	wish to	wish to	wish to	wish to
Yousafzai	picture book,	and discuss	physical	discuss	discuss	discuss	discuss
and	e.g., Neither,	different	differences (hair	physical	physical	physical	physical
explore	and discuss	types of	.colour/sex/skin	differences (hair	differences (hair	differences (hair	differences (hair
that age	embracing self-	families,	colour).	colour/sex/skin	colour/sex/skin	colour/sex/skin	colour/sex/skin
is no	identity/gender	including	Hidden/less	colour).	colour).	colour).	colour).
limit to	identity.	married	obvious	Hidden/less	Hidden/less	Hidden/less	Hidden/less
making a	tuertung.	nuclear	differences	obvious	obvious	obvious	obvious
difference		families,	(religion/culture/	differences	differences	differences	differences
in the		0	(Teligion/Telilite/	(religion/culture/	(religion/culture/	(religion/culture/	(religion/culture/
world.		single parent	orientation/	0	sexual	sexual	U
woria.		families and		sexual			sexual
		same sex	disability).	orientation/	orientation/	orientation/	orientation/
		parent		disability).	disability).	disability).	disability).
		families.	LGBT Theme			<b>T</b> ( ), (	
			<u>Week – LGBT</u>	Black History	Bonfire	International	<u>Celebrating and</u>
			Icons	Month	Night/Diwali	<u>Children's Day</u>	Accepting
			Children will	Children will	Children will	Children will	Differences
			explore different	explore Little	explore the	explore Malala	Children will
			LGBT celebrities,	Rock Nine.	celebrations	Yousafzai and	engage in a
			e.g., Sir Lee		and make	explore themes	picture book,
			Pearson	<u>How Could We</u>	comparisons	of gender	i.e., My
			(Paralympian).	<u>Teach Love?</u>	between the	equality in	Shadow is Pink
				Children will	celebrations.	education.	(LGBT themes).
				explore Nelson			
				Mandela and	Holocaust	Holocaust	LGBT Theme
				discuss how to	<u>Memorial Day</u>	<u>Memorial Day</u>	<u>Week - LGBT</u>
				promote love	Children will	Children will	Children will
				rot hate.	explore HMD	explore HMD	explore what
					and theme.	and theme.	LGBT stands
				Martin Luther	Children will	Children will	for and
				<u>King Jr.</u>	explore being	explore being	discuss the true
				Children will	kind to others,	kind to others,	meaning of the
				explore MLK	regardless of	regardless of	word 'gay'.
				and talk about	their	their	
				using making	differences, e.g.,	differences, e.g.,	LGBT Theme
				the right choice	race, sex,	race, sex,	<u>Week – Different</u>
				with words	sexual	sexual	Families
				(not using	orientation or	orientation or	Children will
				offensive	religion.	religion.	explore what
				language),	0	0	family means
				racism and	Holi		and discuss
				modern			different types

								0 0 11
					protests, e.g.,	Children will	LGBT Theme	of families,
					BLM.	explore the	<u>Week - HBT</u>	including
						Hindu festival	<u>Bullying</u>	married nuclear
					Holocaust	of colour.	Children will	families, single
					<u>Memorial Day</u>		talk about	parent families
					Children will	<u>Eid - Ramadan</u>	homophobic,	and same sex
					explore HMD	Children will	biphobic,	parent families.
					and theme.	explore the	transphobic	
					Children will	Islamic festival	(HBT) and	LGBT Theme
					explore being	and traditions.	sexist bullying	<u>Week - LGBT</u>
					kind to others,		and discuss its	Icons
					regardless of		effects and why	Children will
					their		it is wrong.	explore different
					differences, e.g.,		Inspirational	LĠBT
					race, sex,		<u>Women – The</u>	celebrities, e.g.,
					sexual		Suffragettes	Elton John,
					orientation or		Children will	Nicola Adams,
					religion.		explore the	Caitlyn Jenner
					U		Suffragettes	and Lee
					Lunar New Year		and learn	Pearson
					Children will		about the fight	(Paralympian).
					explore the		for voting	0 1
					customs and		equality.	LGBT Theme
					traditions of		Children may	Week - HBT
					people		explore current	Bullying
					celebrating.		female women	Children will
					0		in politics.	talk about
					Big Question		1	homophobic,
					Debate – "Sorry"			biphobic,
					Children will			transphabic
					learn the story			(HBT) and
					of Anthony			sexist bullying
					Walker -			and discuss its
					racially			effects and why
					motivated			it is wrong.
					attack.			m ne manag.
Year	International	Sparkle Day	LGBT Theme	What is	What is	What is	What is	What is
	<u>Children's</u>	<u>Spuirke Dug</u> Children will	<u>Veek –</u>	Inclusion?	Inclusion?	Inclusion?	Inclusion?	Inclusion?
6	Day	celebrate the	<u>Different</u>	Children explore	Children explore	Children explore	Children explore	Children explore
	Children	National	Eggerera Families	how we are all	how we are all	how we are all	how we are all	how we are all
	will	Transgender	Children will	different.	different.	different.	different.	different.
	explore	Charity Day by	explore what	Children may	Children may	Children may	Children may	Children may
		cruing day by	explore what	cruwen may	cruiter may	cruiter may	cruaren may	cruiter may

Malala	reading a	family means	wish to discuss	wish to	wish to	wish to	wish to
Yousafzai	picture book,	and discuss	physical	discuss	discuss	discuss	discuss
and	e.g., Neither,	different	differences (hair	physical	physical	physical	physical
explore	and discuss	types of	colour/sex/skin	differences (hair	differences (hair	differences (hair	differences (hair
that age	embracing self-	families,	colour).	colour/sex/skin	colour/sex/skin	colour/sex/skin	colour/sex/skin
is no	identity/gender	including	Hidder/less	colour).	colour).	colour).	colour).
limit to	identity.	married	obvious	Hidden/less	Hidden/less	Hidden/less	Hidden/less
making a	illeritity.	nuclear	differences	obvious	obvious	obvious	obvious
0			00	differences	differences		differences
difference		families,	(religion/culture/ sexual	00	00	differences	00
in the		single parent		(religion/culture/	(religion/culture/	(religion/culture/	(religion/culture/
world.		families and	orientation/	sexual	sexual	sexual	sexual
		same sex	disability).	orientation/	orientation/	orientation/	orientation/
		parent		disability).	disability).	disability).	disability).
		families.	LGBT Theme		<b>D</b>	<del>.</del>	
			<u>Week - LGBT</u>	Black History	Bonfire	International	Celebrating and
			Icons	Month	Night/Diwali	<u>Children's Day</u>	Accepting
			Children will	Children will	Children will	Children will	Differences
			explore different	explore	explore the	explore Malala	Children will
			LGBT celebrities,	inspirational	celebrations	Yousafzai and	engage in a
			e.g., Sir Lee	POC (of their	and make	explore themes	picture book,
			Pearson	choosing).	comparisons	of gender	i.e., My
			(Paralympian).		between the	equality in	Shadow is Pink
				<u>How Could We</u>	celebrations.	education.	(LGBT themes).
				<u>Teach Love?</u>			
				Children will	Holocaust	Holocaust	LGBT Theme
				explore Nelson	<u>Memorial Day</u>	<u>Memorial Day</u>	<u>Week - LGBT</u>
				Mandela and	Children will	Children will	Children will
				discuss how to	explore HMD	explore HMD	explore what
				promote love	and theme.	and theme.	LGBT stands
				not hate.	Children will	Children will	for and
				Martin Luther	explore being	explore being	discuss the true
				<u>King Jr.</u>	kind to others,	kind to others,	meaning of the
				Children will	regardless of	regardless of	word 'gay'.
				explore MLK	their	their	0 0
				and talk about	differences, e.g.,	differences, e.g.,	LGBT Theme
				using making	race, sex,	race, sex,	<u>Week – Different</u>
				the right choice	sexual	sexual	Families
				with words	orientation or	orientation or	Children will
				(not using	religion.	religion.	explore what
				offensive	0	0	family means
				language),	Holi		and discuss
				racism and			different types
							nyjeren nypes

				madarn	Children will	LGBT Theme	al lamilizz
				modern			of families,
				protests, e.g.,	explore the	<u>Week – HBT</u>	including
				BLM.	Hindu festival	Bullying	married nuclear
					of colour.	Children will	families, single
				Holocaust		talk about	parent families
				Memorial Day	<u>Eid – Ramadan</u>	homophobic,	and same sex
				Children will	Children will	biphobic,	parent families.
				explore HMD	explore the	transphabic	
				and theme.	Islamic festival	(HBT) and	LGBT Theme
				Children will	and traditions.	sexist bullying	<u>Week - LGBT</u>
				explore being		and discuss its	Icons
				kind to others,		effects and why	Children will
				regardless of their		it is wrong.	explore different LGBT
				differences, e.g.,		Inspirational	celebrities, e.g.,
				race, sex,		Wamen - The	Elton John,
				sexual		Suffragettes	Nicola Adams,
				orientation or		Children will	Caitlyn Jenner
				religion.		explore the	and Lee
				Lunar New Year		Suffragettes	Pearson
				Children will		and learn	(Paralympian).
				explore the		about the fight	0 1
				customs and		for voting	
				traditions of		equality.	
				people		Children may	LGBT Theme
				celebrating.		explore current	Week - HBT
				a		female women	Bullying
				Big Question		in politics.	Children will
				 Debate – "Sorry"		1	talk about
				Children will			homophobic,
				learn the story			biphobic,
				of Anthony			transphabic
				Walker -			(HBT) and
				racially			sexist bullying
				motivated			and discuss its
				attack.			effects and why
				·····			it is wrong.
All	LGBT Theme	LGBT Theme	Respect / How	Respect / How	Respect / How	Respect / How	Love Yourself
	Week - LGBT	Week -	<u>can we show</u>	can we show	can we show	car we show	Children will
Year	focussed	Different	respect to	respect to	respect to	respect to	explore
Groups	picture book	Families	others?	others?	others?	others?	celebrities who
	pression and and a		AND BANKE	~~~~~	AND BEAKE	AND BEAKE	promote self-
							pinnine sey-

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

				respectful to
				others, no
				matter their
				difference
				(linked to
				protected
				characteristics).

## 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.

inclusion? inclus	ral 2. ral 3. ral 4. ral 5. ral 5. rial 1. rial 2. rial 3. tural 1. IL: encourage to accept sibility for their iour, show initiative, unribute positively to the of those living and up in the locality of the and to society more
--	--

					•
17.01.22 htsauoH	Right Chaices: Racism	HERMENSER HUT THE WORDS OF OUR ENEMIES, BUT THE SILENCE OF DUR FRIENDS."	<ul> <li>Racz</li> <li>Racism</li> <li>Choicz</li> <li>Equality</li> <li>Difference</li> <li>Harmony</li> <li>Respect</li> <li>Tolerance</li> <li>Inspiration</li> </ul>	<ul> <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, talerance, harmony and inclusion.</li> <li>Pick up on themes like respect, talerance, harmony 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, i.e. not using offensive language.</li> <li>Highlight the consequences of racism to the children - race is protected under the Equality Act 2010.</li> </ul>	<ul> <li>Maral I.</li> <li>Maral 2.</li> <li>Maral 3.</li> <li>Maral 3.</li> <li>Maral 4.</li> <li>Maral 5.</li> <li>Sacial 1.</li> <li>Sacial 2.</li> <li>Sacial 2.</li> <li>Sacial 3.</li> <li>Cultural 1.</li> <li>Cultural 1.</li> <li>Cultural 4.</li> <li>BV, IL: propage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute pailing to the locality as the school and to accept in the school accep</li></ul>
		A.			
		MARTIN LUTHER KING JR.		quote.	
					atudanta io iscapt
		AT THE BOAL			behaviour, show initiative, and to
Hane	5	BUT ANYE BUTH		to the children - race is protected	can contribute goaldingly to the lives of those living and marking in the locality of the school and to
		IS LOVE.		<ul> <li>If it hasn't ariser in conversation:</li> </ul>	• BV, MRT: المنتجبة
		I CORINTHIANS 13-13		discuss whether doing nothing/not reporting an incident is the right choice	ters so. votretorios el tra importance el
				- link to quote 'silence of friends.'	identifying and combatting discrimination
				<ul> <li>Link to being honest in order to the right thing.</li> </ul>	<ul> <li>BV, MRT: Schools ancourage respect for rother</li> </ul>
				<ul> <li>Link to modern day protests - Black</li> <li>Lives Matter - people standing together</li> </ul>	people, poying posticular respect to the protected characteristics set out
				for what is right/ people showing their support for black people who have	in the Equality Act 2010.
				experienced discrimination simply	<ul> <li>BV,ROL:</li> </ul>
				because of the colour of their skin – the movement encourages all to make	Studenie are enabled to dietinguish right from wrong.

				SPRING 2			
Date (Week Commencing)	Living Value	Theme of Warship	Bible Quote (if applicable) /Quote	Discussion Points/ Resources/ Suggested Activities Resources can be jourd: Staff Share>Subject Leadership>SMSC>Resources	SMSC/British Values Lirks		
21.02.22 LGBT+	Cla	Class <u>warship</u> all week - Year 6 Mack Week		FEBRUARY MARKS LGBTQ+ HISTORY MONTH. THIS WEEK W EXPLORING LGBT CULTURE - ICONS/MUSIC/ARTWORK/FLA CHOOSE WHICH 5 LGBTQ+ HISTORY MONTH ACTIVITIES Y USE/FOCUS ON.	OU WOULD LIKE TO		
History Marth	Forgiveness	Year 5/6 What is LGBT+? What does 'gay' mean?	GAY.	<ul> <li>Xear 5/6</li> <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, Bisewual, Transgender. These words describe a person's sexual orientation (who you love) or gender identity.</li> <li>If is not appropriate to focus on any aspect of differing sexual practices (is what people do with their bodies sexually).</li> <li>You may need to explain this in child-friendly terms, s.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</li> </ul>	<ul> <li>Spiritual I.</li> <li>Spiritual 3.</li> <li>Spiritual 4.</li> <li>Maral 1.</li> <li>Maral 2.</li> <li>Maral 3.</li> <li>Sacial 3.</li> <li>Sacial 3.</li> <li>Cultural 1.</li> <li>Cultural 1.</li> <li>Cultural 2.</li> <li>BV, MRT: Schools promote for the televance and hermony between different autients to acquire an appreciation for and respect for their own and other</li> </ul>		
*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. 2019				<ul> <li>Note gene, but be blacker state to blackable if the black 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 prientation, they should be treated with dignity and respect.</li> </ul>	autoures. • BV, MRT: Schools encourage respect for other people, paying performer, reapped to the protected characteristics set out in the Equality Act 2010.		

21.02.22	I	<b>KC</b> 2	NI/A	K60		¢ : :
21.02.22		LGBT icons	N/A.	<ul> <li>Ask the children about their favourite celebrities/sporting</li> </ul>	•	Spiritual I.
		LGBT icans		<ul> <li>risk the charger intent they guivening teepines special deal them? Why heraes - Who are they? What is special about them? Why</li> </ul>	•	Spiritual
				are they inspirational?		2.
LGBT+					•	Maral I.
History				<ul> <li>Same of the children's favoured celebrities and public figures.</li> </ul>		Moral 2.
Manth				are likely to include people who are lesbian, gay, bisevual		Social 3.
				and trans.	-	
					•	BV, MRT:
				<ul> <li>Yau may just want to facus an are LGBT ican -</li> </ul>		Schoole encourage respectifor other
				Eltar Jahr – lister to his music		ومنيومعم بملمومعم
				Tan Daley – watch same of his diving.		particular segard to the protected
				Alan Turing – explare the history.		characteristics set out in the Equality
	6			Chris Smith (First gay MP) – explare the history. Gareth Thamas – watch same of his rugby.		A.m. 2010.
	\$			Nicala Adams – watch same of her baxing.	•	BV, RÓL:
	2			Caitlin Jenner – watch same of Bruce's Olympic videas, befare shawing		Pupile have an anoresistion that
	৯			her as Caitlin		living under the
	_ <b>₹</b>			Sir Lee Pearson (Paralympian) – watch some of his equestrian		sule of law protecte individual
	.7			achievements.		cilizers and is
	2			https://www.bbc.co.uk/newsraund/55276399 *Use YauTube far clips.		aasantial for their wallbeing and
	Forgivenes			use routine for supe		najzty.
	LLC			Only tell the children that the ican(s) are part of the LGBT		
				cammunity after watching the video – reinfarce the idea that it		
				daesn't matter who you are/it is not a regative thing to be		
				LGBT.		
				<ul> <li>Dar't assume that it is abviaus that a rale madel is LGBT</li> </ul>		
				– you might need to explain this to the children.		
				<ul> <li>Highlight to the children that same of these icans underwent</li> </ul>		
				hardship and bullying because of who they were/are – for		
				example, Alar Turing was arrested.		
				<ul> <li>Remind the children that it is the rights of all people, by</li> </ul>		
				law in the UK, to live freely within their sexual arientation		
				ar gender identity without discrimination		

21.02.22 LGBT+ History Manth	Forgiveness	KS2 Debate	SO GOD CREATED IN THE IMAGE OF GOD IN THE IMAG	<ul> <li>KS2</li> <li>Should someone have to hide who they are on the inside?</li> <li>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.</li> <li>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.</li> <li>Inform them that in some countries, people are not allowed to share who they are.</li> <li>As a class, you might discuss and debate: <ul> <li>whether people should be forced to hide who they are?</li> <li>Should we hide God's creation?</li> <li>Do people have to hide in our country?</li> <li>What can we do to help those people who feel they have to hide?</li> </ul> </li> </ul>	<ul> <li>Spiritual I.</li> <li>Spiritual 3.</li> <li>Maral 1.</li> <li>Maral 2.</li> <li>Maral 3.</li> <li>Maral 3.</li> <li>Maral 4.</li> <li>Sacial 2.</li> <li>BV, MRT: schools ancourage respect for other people, paying perticular. capped is the protocold absorbination and out in the Equality Act 2010.</li> <li>BV, ROL: Rupits have an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and sofety.</li> </ul>
				<ul> <li>Remind children that sexual arientation is protected characteristic under the Equality Act 2010 - people are protected under law.</li> <li>Children must understand that is the rights of all people to live freely within their sexual arientation or gender identity without discrimination.</li> <li>Remind children that as Christians, we are encouraged to live like Jesus, grawing in wisdom, and sharing lave and compassion for all.</li> <li>Create a mind map with discussion points.</li> <li>Create a Post-it-note wall of arguments.</li> </ul>	

21.02.22 LGBT+	<mark>KS2</mark> Bullying	Love and compassion are necessities, not huxuries. Without them humanity cannot survive.	<ul> <li>KS2</li> <li>Talk about hamaphabic, biphabic, transphabic (HBT) and sexist bullying and discuss its effects and why it is wrang.</li> <li>Remind children that sexual orientation is protected</li> </ul>	<ul> <li>Spiritual I.</li> <li>Spiritual 3.</li> <li>Spiritual 4.</li> <li>Maral I.</li> </ul>
History Manth	Forgiveness	<text></text>	<ul> <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 arientation or gender identity without discrimination.</li> <li>Remind children that as Christians, we are encouraged to live like Jesus, growing in wisdom, and sharing lave and campassion for all.</li> <li>You may want to share the stary of Justin Fashanu, Britain's first openly gay footballer, who after he came aut, didn't receive much <u>support</u> and suffered homophabic bullying, las well as harassment from the tablaid newspapers. Discuss how this would have affected him. If someone bullied him in school, what would the consequences be?</li> </ul>	<ul> <li>Maral 2.</li> <li>Maral 3.</li> <li>Maral 4.</li> <li>Maral 5.</li> <li>Sacial 1.</li> <li>Sacial 2.</li> <li>Sacial 3.</li> <li>Cultural 1.</li> <li>BV, MRT: Schools ancourage respect for other people, paying perticular, resords to the protected characteristics and out in the Equality Act 2010.</li> <li>BV, ROL: Rupits have an appreciation that tiving under the rule of law protects individual attema and is executed for their wellbeing and safety.</li> <li>BV, MRT: Rupits have an independence of identifying and combatting discrimination.</li> <li>BV, ROL: Students are analysis to distinguish right from wrong and to</li> </ul>
				e BV

				SUMMER I		
Date (Week Cammencing)	Living Value	Theme of Worship	Bible Quate (if applicable) /Quate	Vacab	Discussian Paints/ Resources/ Suggested Activities Resources can be faund: Staff Share>Subject Leadership>SMSC>Resources	SMSC/British Values Links
19.04.22	Respect	What does respect mean to me?	Do to others whatever you would like them to you.         Do to others to you.         Do to others         Do to you.         Do to you.	• Respect • Respectful	<ul> <li>Explore the word respect and what it means to be respectful.</li> <li>Explore the value card (usually displayed an your boards).</li> <li>What/who do we show respect to in school? - Link to green behaviour - respecting to athers/adults/ property.</li> <li>Where do we show respect out of school? - Respect to <u>arown ups</u> at hame,to the planet,to athers.</li> <li>Explore the quate - the 'galden rule' - acting in a way in which you would want athers to act tao.</li> <li>EVFS Explore Everyone Matters book.</li> <li>KS2 You may want to link back to Black History month/LGBT week - link back to Equality Act 2010 - duty to respect thase with protected characteristics.</li> <li>Make clear links to British Values.</li> <li>Listen to Respect, Aretha Franklin children to finish 'RESPECT, I know what it means to me'</li> <li>Past it notes - Children to write sentence about what respect means to them.</li> <li>Add children's reflections to value display.</li> </ul>	<ul> <li>Spiritual         <ol> <li>Spiritual                  <ol></ol></li></ol></li></ul>

					-			
03.05.22	Respect	Eid	LID AL-FITR De Tid ul-Fitz, here's wishing that and loads you to and loads you to	<ul> <li>Eid [gg-d]</li> <li>Muslim</li> <li>Islamic</li> <li>Ramadan</li> <li>Festival</li> <li>Celebratian</li> <li>Fasting</li> <li>Qur'an</li> <li>Masque</li> <li>Zakat [Zak-at]</li> <li>Charity</li> </ul> "Eid Mubarak" (EED mao-BAH-ruck) <ul> <li>Happy Eid!</li> </ul>	•	Eid al-Fitr is a religious festival celebrated by Muslims that marks the end of the manth-lang dawn-to-sunset fasting of Ramadan. KS2 Make children aware that the freedam to chaose and hold other faiths and beliefs is protected in law & religious beliefs are protected under the Equality Act 2010. Discuss with the children that Eid is a religious festival - can the children name any other religious celebratians, whether Christian ar otherwise (e.g., Christmas, Diwali)? Explore the PowerPaint all about Eid and discuss haw Muslims celebrate the festival with the children - make camparisans between the custams of Eid and other religious celebrate the festival with the children - make camparisans between the custams of Eid and other religious celebrate the functions, whether the custams of Eid and stren religious celebrate the functions of the custams of Eid and ather religious celebrations. Watch the <u>Cheebies</u> video about Eid Highlight to the children that we must respect the custams, even if they are nat anes we may fallaw, ar the children might find strange Decarate hands in Mendhi patterns, like same Muslims do to celebrate. During Ramadan and Eid, praying is particularly impartant for Muslims. Have same time for quiet reflection and prayer, individual ar whole class. You might want to play an Islamic Call to Prayer video. Zakat (giving/charity) is very impartant. Discuss as a class, ways you could 'nive' ar be charitable	•	Spiritual 3. Cultural 1. Cultural 2. Cultural 2. Cultural 3. BV, MRT: Pupile have an acceptance that other people having different faithe or beliefe to themesives (or having none) about be accepted and following none) about not be the accepted and following none) about not be the accepted and following to be acquired and about not be the accepted and following to accurate of prejudicial or discriminatory between different cultural traditions by anabling abudents to acquire an appreciation for and reagest for their cultures.

			Prote	cted Chara	cteristics:	PHSE			
			Dream	is and Goi	uls 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	explicitly con	i in EYFS will exp vered during this s conversations wit inclu	unit of work in h adults. We ho	PSHE, the child	ren will explore . these quality ir	the themes thro rteractions, that	ugh collective m our children w.	orship, through ill begin to forn	r related story
Year I					Lesson I 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 I 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 I includes sporting images which challenge gender stereotypes	
Year 3					Lesson I includes an	There are a variety of			

			. 0		Г Г Г		
			image of a	images			
			child with	used in this			
			a disability	unit which			
			(earing aid)	show a			
				range of			
				ethnic			
				origins			
Year 4				There are a			
				variety of			
				inages			
				used in this			
				unit which			
				show a			
				range of			
				ethnic			
				origins			
Year 5		Lesson I	Lesson I	There are a		Lesson I	
		includes	includes an	variety of		includes	
		images of	image of a	images		images of	
		different	child with	used in this		careers	
		families	a disability	unit which		which	
		8	(earing aid)	show a		challenge	
				range of		gender	
				ethnic		stereotypes	
				origins		Jaco Jaco Salar	
Year 6	Chosen		Lesson 2	There are a			Chosen
,200 0	charity for		includes an	variety of			charity for
	this unit can		image of a	images			this unit
	be LGBTQ+		child with	used in this			car be
			a disability	unit which			LGBTQ+
			n nisuning	show a			
				range of			
				ethnic			
				origins			

			Pro	tected Char	acteristics:	: PHSE			
			Celebr	ating Differ	ences Unit	t 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	covered du	r EYFS will explore ring this unit of w s with adults. We .	ork in PSHE, the hope that throug	r children will ex h these quality .	plore the theme interactions, the	tected characteris s through collect	ive worship, thro ill begin to form	ough related sto	ry times and
Year 1		ot explicitly covered rship, other units i hope that t	in PSHE and thr	sugh conversatio	ons with adults		und celebrating c	differences and i	
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	00	Children consider concept judging people their appearan	of by	concept judging	r the .of by	Childrer conside concept judging people their appearo	r the .of .by	concept judging	the of by		
Year 5					Childrer explore culture cultura differen and lin to racis	r and ces k this	Childrer explore culture cultural differen	r and				
Year 6	Children discuss differences and similarities and that, for some people,				Childrer discuss differen and similari and for people,	ces	-	ces	_	res	Childr discus differe and simila and for people	ss ences vities that, some

			Pr	atected Ch	varacteristics:	PHSE			
			Celel	brating Dij	lferences Unit a	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	covered durir conversations	rg this unit of m with adults. We	vork in PSHE, the	e children will these quality	linked to the protecte explore the themes interactions, that our	ed characteristi through collect	ive worship, thro	ugh related st	ory times and
Year						There are a variety of images used in this unit which show a range of ethnic origins			
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			

		Г Г Г		Γ.			
				images			
				used in			
				this unit			
				which			
				show a			
				range of			
				ethnic			
				origins			
Year				There are a			
4				variety of			
				images			
				used in			
				this unit			
				which			
				show a			
				range of			
				ethnic			
				origins			
Year	Lesson 4	Lesson 2	Lesson 3 discuss			Lesson 4	
5	looks at body	uses	diabetes/epilepsy			looks at	
	image and	scenarios				body image	
	opportunities	which involve	Lesson 5			and	
	to discuss	relationships	discusses			challenges	
	gender and		anorexia and			gender	
	gender		bulimia			stereotypes	
	reassignment					01	
	where						
	recessary						
Year	This unit is			There are a	Lesson I		
6	underpinned			variety of	discusses		
	by our			images	beliefs about		
	wellbeing				vaccines		
	driver and			this unit			
	therefore			which			
	body image			show a			
	is part of			range of			
	this			a a			
L				1	1		

			ethnic		
			origins		

			Pr	otected C	haracteristics:	PHSE			
			Bein	g Me in N	ly 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	covered c	luring this unit of	? work in PSHE, th Ve hope that throu	re children wil Igh these qual	y linked to the protect l explore the themes t ity interactions, that x r future learning, both	ed characteristic hrough collectiv our children wil	e worship, throug l begin to form a	h related story	times and
Year I						There are a variety of images used in this unit which show a range of ethnic origins			
Year 2						There are a variety of images used in this unit which show a range of ethnic origins			

Year 3			Lesson 5 – the children receive a letter from Sam who has a disability	variety of images			
				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			Lesson I – gender stereotypes discussed	
Year 5			Lesson 2 includes and image of a child with a disability	There are a variety of	of different		
Year 6		Lesson I focuses on JK Rowling who was divorced		<i>a</i> –			

			<u> </u>	cotected Ch	aracteristic	s: PHSE			
				Rel	ationships				
	Age	Gender Reassignme .nt	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	covered .	during this unit	kplore themes related of work in PSHE, th Ne hope that through will be	re children will . 1 these quality i	explore the them	otected character es through colle : our children w	ctive worship, t ill begin to form	hrough related ?	story times and
Year 1			Lesson I looks at different types of family					Lesson   looks .at different types of family .and stereotypical gender roles	Lesson I looks at different types of family
Year 2			Lesson l explicitly teaching about marriage		Lesson I 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 I explicitly teaching about marriage	Lesson I explicitly teaching about same sex marriage	Lesson   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 I discusses stereotypical gender roles and	

						ethnic		responsibiliti	
						origins		es	
Year 4			This unit talks about having a girlfriend/boyfri end and what this may mean for adults						This unit talks about having a girlfriend/boyfri end and what this may mean for adults
Year 5	In lesson I, the children discuss who they are as a person in terms of their characteri stics and personal qualities	In lesson I, the children discuss who they are as a person in terms of their characteristi cs and personal qualities	In lesson I, the children discuss who they are as a person in terms of their characteristics and personal qualities	the children discuss who they are as a person in	discuss	In lesson I, the children discuss who they are as a person in terms of their characteristi cs and personal qualities	the children discuss who they are as a person in	In lesson I, the children discuss who they are as a person in terms of their characteristi cs and personal qualities	In lesson I, the children discuss who they are as a person in terms of their characteristics and personal qualities
Year 6	quinties				This unit is underpinned by our wellbeing driver and there are many opportunitie s to discuss mental health				

			P	rotected C	haracteristics:	PSHE			
				Changin	g Me Unit of W	lork			
	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	covered a	during this unit of	f work in PSHE, l hope that throug	he children wi h these quality	ly linked to the protec Il explore the themes s i interactions, that ou future learning, both .	through collect Ir children will	ive worship, thro begin to form a	ugh related story	times and
Year I								Lesson I – exploring differences between male and female	
Year 2				Lesson I – how babies develop in the mother's womb				und gentue	
Year 3		Lesson I- looks at identity and self esteem			Lesson I- looks at identity and self esteem		Lesson I- looks at identity and self esteem	Lesson I- looks at identity and self esteem	
Year 4		differences and similarities in people: sexuality – what it is					0	Children explore differences and similarities in people:	differences and similarities in people: sexuality – what it is

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

				Protected C	haracteristics	E RE			
	Age	Gender Reassignment	Being married or in a civil partnership	Being pregnant or on maternity Jeave	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.	АЦ		
Year 1				Incarnation Unit: Mary		Judaism Unit and festival celebrations throughout the year.	АЦ		
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.	АШ		
Year 3				Incarnation Unit: Mary	Gospel Unit	Islam Unit and festival celebrations throughout the year.	All		

Year		Incarnation	Isla	m Unit	All	People of	
4		Unit: Mary		festival		God Unit:	
4		ora. Mary		prations		Deborah,	
				ughout		the only	
				year.		female	
				yeur.		judge.	
Year	Incarnation	Incarnation	Inco	rnation	All	Incarnation:	
			and			Woman in	
5	Unity: Mary	Unit: Mary	Unit			the Bible -	
			the				
				0 1		The role of	
				e written		Mary.	
				and who • intended			
				iences.			
				luism			
			Unit				
			festi	vai prations			
				ughout			
				year.			
				rnation:			
				loring			
			imag				
			Mar				
			aroi				
V	T. 11	The second second	w.or.				
Year	Incarnation	Incarnation		dhism	All		
6	Unity: Mary	Unit: Mary	Unit				
			festi				
				prations			
				ughout			
			the .	year.			

				Protected Charac	teristics: Histo	ory			
	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 	British History Beyond Living memory Local History			British History (1960.s,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		Ancient History- Store	Ancient- Egyptian		

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

			Protected (	Characterie	stics: Mo	dern 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	EAL children are invited to Autumn	
3	share their heritage language Bonfire	night
	throughout lessons as it arises lesson.	We
	naturally. For example, looking discuss	how
	for similarities/cognates in in the l	
	rumbers or colours. These celebrate	2
	children are celebrated for their keeping	our
	language learning eg speaking monarci	ч
	Romanian and English plus and	the
	learning French. religiour	Σ
	reasons	
	behind	the
	Gunpow	der
	plot	
	compare	
	with	the
	French	
	celebrat	5
	becomin	0
	Republic	
	Bastille	Day.
Year	EAL children are invited to	
4	share their heritage language	
	throughout lessons as it arises	
	raturally. For example, looking	
	for similarities/cognates in	
	rumbers or colours. These	
	children are celebrated for their	
	language learning eg speaking	
	Romanian and English plus	
	Jearning French.	
Year	EAL children are invited to	
5	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. As part of Bastille Day study, we discuss Joseph Bologne who was a musician, champion fencer and colonel in the Revolution.	
Year 6	Sensitivity in delivery when discussing masculine and feminine gender in French nouns. Discussion of how in France 'Iel' has been employed as the non- gender specific alternative to 'il' and 'elle'.	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.	Sensitivity in delivery when discussing masculine and feminine gender in French nouns. Discussion of how in France 'Iel' has been employed as the non- gender specific alternative to 'il' and 'elle'.

		P	cotected Ch	aracteris	<u>tics:</u> Design a	nd Technolog	ју		
	Age	Gender Reassignment	Being married or in a civil partnership	Being pregnant or on maternity leave	Disability	Race including colaur, 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)				

			Pr	otected C	haracteristics:	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 belief	xo.	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 Wander visually impaired. Benjamin Britten (Heart issues)	Stevie Wonder 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 (L <b>G</b> BT)

	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		

			Proz	tected. Ch	varacteris	tics: Geography			
	Age	Gender Reassignment	Being married or in a civil partnership	Being pregnant or or maternity Jeave	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.		

				Prot	ected Characteristic	<u>s:</u> Art			
	Age	Gender Reassignment	Being married or in a civil partnership	Being pregnant or on maternity Jeave	Disability	Race including colour, nationality, ethnic or national origin	Religion or belief	Sex	Sexual orientation
EYFS									
Year 					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.	Kandinsky – As a Russian national living in Germany under Nazi occupation, Kandinsky was			Jasper Johns (L <b>G</b> BT)
Year 2					Van Gogh - temporal lobe epilepsy and well as suspected bipolar disorder	- African American artist who's activism fighting against racial	– Jewish artist, faced and overcame severe		

V	1			Damash M.	Ramesh Mario	
Year						
3				Nutriyeraran -	Nithiyendran – atheist from a	
				Sri Lankan	atheist from a	
				Australian.	Hindu/Christian	
				His culturally	background	
				diverse		
				background		
				and beliefs		
				heavily		
				influence his		
				artwork.		
				Edmonia		
				Lewis – ar		
				African		
				American,		
				Native		
				American		
				artist who		
				practised		
				during a time		
				of racial		
				discrimination.		<b>5</b> . U
Year				Frida Kahlo -		Fridha
4				Mexican	Westwood -	Kahlo
					anti racist anti	(LG <b>B</b> T)
					sexism,	
					.campaigner,	
					Her work and	
					ethos provide a	
					lot of	
					opportunity for	
					class	
					discussion on	
					equal rights.	
<u> </u>				1	- quant sings with	

Year			Sarah	Graham	-	Dame	Zaha	Dame	Zaha		
5			bipolar .	disorder		Mohamn	rad	Mohamma	ıd		
						Hadid -	Iraqi	Hadid	-		
						British		Islamic			
Year			Monet .	complained	of	Frida K	ahlo -			Judith	Fridha
6			cataract	s interfer	ng	Mexi	can			Leyster –	Kahlo
			with his	s ability to .	see					Dutch	(LG <b>B</b> T)
			colours	for 10 year	urs					artist	
			before	he finc	lly					practising	
			underwe	nt surgery	to					during	
			have the	em removed						the	
										Baroque	
										era	
										(1600s)	

	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						0					
Year I											
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				

			Prote	ected Char	acteristics: Ca	mputing				
	Age	Gender Reassignment	in a civil	Being pregnant or on maternity leave	Disability	Race including colour, nationality, ethnic or national origin	Religion belief	ло.	Sex	Sexual orientation
EYFS										
Year I										
Year										
2										
Year 3										
Year 4										
Year 5									Katherine Johnson	
Year 6						Steve Jobs				Alan Turing – Big Data