



St Chad's CofE Nursery and Infant School - Protected Characteristics in the Curriculum

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 this area of employment law. The following are protected characteristics:

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

	EYFS	Key Stage 1
PSHE	<p>Personal, Social and Emotional Development</p> <p>Managing Self:</p> <ul style="list-style-type: none"> • ELG: Explain the reasons for rules, know right from wrong and try to behave accordingly • ELG: Be confident to try new activities and show independence, resilience and perseverance in the face of challenge • See themselves as a valuable individual • Know and talk about the different factors that support their overall health and wellbeing • Develop their sense of responsibility and membership of a community • Manage their own needs such as personal hygiene • Begin to make sense of their life-story and family's history • Build constructive and respectful relationships with adults and peers • Identify and moderate their own feelings socially and emotionally <p>Self-Regulation:</p> <ul style="list-style-type: none"> • ELG: Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly • ELG: Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate • Express their feelings and consider the feelings of others • Identify and moderate their own feelings socially and emotionally 	<p>Health and Wellbeing</p> <p>Know:</p> <ul style="list-style-type: none"> • Not everyone feels the same at the same time, or feels the same about the same things • Ways of sharing feelings; a range of words to describe feelings • What makes them special • Ways in which we are all unique • How to name parts of the body (Year 2: including external genitalia) • Growing and changing from young to old and how people's needs change • Examples of rules and age restrictions that keep us safe <p>Relationships</p> <p>Know:</p> <ul style="list-style-type: none"> • The roles different people (e.g. acquaintances, friends and relatives) play in their lives • The people who love and care for them and what they do to help them feel cared for • Different types of families including those that may be different to their own • Common features of family life • It is important to tell someone if something about their family makes them unhappy or worried • How people make friends and what makes a good friendship



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	<ul style="list-style-type: none">• Think about the perspectives of others• Show resilience and perseverance in the face of a challenge <p>Building Relationships</p> <ul style="list-style-type: none">• ELG: Show sensitivity to their own and to other's needs• ELG: Form positive attachments to adults and friendships with peers• Think about the perspectives of others <p>Understanding the World</p> <p>Natural World</p> <ul style="list-style-type: none">• ELG: Understand some important processes and changes on the natural world around them• Begin to understand the key features of the life cycle of a plant and an animal• Explore the natural world around them and make observations e.g. drawing pictures <p>People, Culture and Communities</p> <ul style="list-style-type: none">• ELG: Explain some similarities and differences between life in this country and life in other countries, draeing on knowledge from stories, non-fiction texts and – when appropriate – maps• Recognise that people have different beliefs and celebrate special times in different way• Recognise some environments that are different from the one in which they live• Develop positive attitudes about the differences between people• Show interest in different occupations <p>Past and Present</p> <ul style="list-style-type: none">• ELG: Talk about the lives of the people around them and their roles in society	<ul style="list-style-type: none">• When they are someone else feels lonely and what to do• Simple strategies to resolve arguments between friends, positively• How to ask for help if a friendship is making them feel unhappy• Bodies and feelings can be hurt by words and actions• How people may feel if they experience hurtful behaviour or bullying• Hurtful behaviour (offline and online) is not acceptable; how to report bullying; the importance of telling a trusted adult• Some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private• Sometimes people may behave differently online, including by pretending to be someone they are not• How to respond safely to adults they don't know• How to respond if physical contact makes them feel uncomfortable or unsafe• Situations when they should ask for permission and also when their permission should be sought• Not keeping adults' secrets (only happy surprises that others will find out eventually)• Basic techniques for resisting pressure• What to do if they feel unsafe or worried for themselves or others• What is kind and unkind behaviour, and how this can affect others• How to treat themselves and others with respect; how to be polite and courteous• Recognise the ways in which they are the same and different to others• How to listen to other people and play and work cooperatively• How to talk about and share their opinions on things that matter to them <p>Living in the Wider World</p> <p>Know:</p> <ul style="list-style-type: none">• What rules are, why they are needed, and why different rules are needed for different situations• Different groups they belong to• Ways that they are the same as, and different to, other people• That everyone has different strengths• Different jobs that people they know or people who work in the community do
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		<ul style="list-style-type: none"> Some of the interests and strengths someone might need to do different jobs
Religious Education	<ul style="list-style-type: none"> Talk about people who are special to them Say what makes their family and friends special to them Identify some of the qualities of a good friend Reflect on the question 'Am I a good friend?' Recall and talk about stories of Jesus as a friend to others Recall stories about special people in other religions and talk about what we can learn from them Re-tell religious stories making connections with personal experiences Share and record occasions when things have happened in their lives that made them feel special Know they belong to their family, school and community. Know that they are special Share special toys and photos Talk about special places they have visited Role-play taking care of babies. Explore the world around and talk about experiences e.g. the natural world Identify similarities and differences e.g. leaves, animals, people <p>People, Culture and Communities</p> <ul style="list-style-type: none"> ELG: Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class 	<p>Knowing about and understanding religions and worldviews</p> <ul style="list-style-type: none"> Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the communities from which they come Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities <p>Expressing and communicating ideas related to religious and worldviews</p> <ul style="list-style-type: none"> Ask and respond to questions about what communities do, and why, so that they can identify what difference belonging to a community might make Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves Notice and respond sensitively to some similarities between different religions and world views <p>Gaining and deploying the skills for studying religions and worldviews</p> <ul style="list-style-type: none"> Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry Find out about and respond with ideas to examples of co-operation between people who are different Find out about questions of right and wrong and begin to express their ideas and opinions in response
History	<p>Understanding the World Past and Present</p> <ul style="list-style-type: none"> Talk about the lives of the people around them and their roles in society; Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; Understand the past through settings, characters and events encountered in books read in class and storytelling 	<ul style="list-style-type: none"> Changes within living memory – where appropriate, these should be used to reveal aspects of change in national life Events beyond living memory that are significant nationally or globally The lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods Significant historical events, people and places in their own locality



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How and where do we embed the protected characteristics in school?

Children's personal, social and emotional, development is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those with others. Children are supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including health eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.




We are very proud of our school's diverse community but recognise the cultural differences that sit within our whole school family. Cultural perspectives vary in terms of values, beliefs, norms, goals and outcomes for children. Although we are sensitive to these cultural differences, no matter their background, it is important that all children gain an understanding of the world they are growing up in, and learn how to live alongside, and show respect for, a diverse range of people. This is why we continue to be proactive in working with staff, parents and wider community representatives to ensure that we are not being discriminate against anyone based on the protected characteristics, and in doing so, breaking the law.

- School vision and values (*love, friendship, compassion, respect*)
- School's 'Love Promise'
- School rules: *ready, safe, love*
- Strong home-school partnerships
 - Designated Welfare Officer
 - Designated Family Support Worker
 - Induction systems and procedures
 - Family Learning (universal and targeted)
 - Translation support, including New Achievement Communities Team (NCAT)
 - Class Dojo
 - Community celebration days/workshops
 - Transition systems and procedures
- Communication Friendly Spaces
- Communication in Print
- Designated SENDCo/Inclusion Leader
- Designated Safeguarding Lead / PREVENT Lead
- Designated Mental Health Lead (Adult and Child Mental Health First Aider)
- Opportunities for playing and exploring e.g. Nurture through Nature, bike track, role play areas, toys, board games
- Colour Monsters
- Emotional literacy book spine
- Restorative practice




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<ul style="list-style-type: none"> • Zones of Regulation • Collective Worship • Rainbow Room • Sensory Room • ELSA • School Uniform shop • Whole school breakfast offer • Enrichment days/opportunities e.g. trips, visitors • Lunchtime and after school clubs • Reading volunteers • Celebration Collective Worship – Love Book, Kings and Queens, Bishop's Badge Award • Collective Worship: Roots and Fruits and accompanying literacy spine • Relationships and Health Education: PSHE Matters programme and accompanying literacy spine • RE: Derbyshire Agreed Syllabus / Understanding Christianity and accompanying literacy spine • Theme and accompanying literacy spine • Derby City Cluster Working Group (collaborative RHE and Equalities Policies) 		
<p>Race</p>	<p>Age</p>	<p>Disability</p>
<ul style="list-style-type: none"> • PSHE Matters programme • Derbyshire Agreed Syllabus • Understanding Christianity programme • Black History Month • Little Leaders: Bold Women in Black History • Collective Worship Courage: Maya Jameson • Collective Worship Respect: Everybody's' Welcome • Collective Worship Generosity – My Name is Not Refugee • Gypsy, Roma and Traveller History Month 	<ul style="list-style-type: none"> • PSHE Matters programme • Into the Rainforest – Greta Thunberg • Collective Worship: Service – Remembrance • Collective Worship Perseverance/Hope – Sir Captain Tom Moore • Rule Britannia – life cycles • Rule Britannia: British Monarchy • Toys – What did my grandparents play with when they were younger? • In the Rainforest – Sir David Attenborough • Collective Worship Generosity: Parish fundraising and visit 	<ul style="list-style-type: none"> • PSHE Matters programme • Derbyshire Agreed Syllabus • Understanding Christianity programme: Jesus heals a paralysed man • Toys – Frida Kahlo • Collective Worship Community – All Are Welcome • Derby Book Festival: All Are Welcome • Derby Book Festival: The Boy who Loved Everyone • Derby Book Festival: What happened to you?

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<ul style="list-style-type: none"> • Collective Worship – Friendship – Neon Leon • Collective Worship Community – All Are Welcome • Literacy Spine – Look Up! • Derby Book Festival: Brian the Brave • Literacy Spine – My Hair! • Literacy Spine – The Proudest Blue 	<ul style="list-style-type: none"> • Derbyshire Agreed Syllabus: Which times are special and why? Birthdays, Christenings • Literacy Spine – The Heart and the Bottle • Derby Book Festival: My Granny is a Queen 	
<p>Sex (gender)</p> 	<p>Religion or Belief</p> 	<p>Marriage and Civil Partnership</p> 
<ul style="list-style-type: none"> • Collective Worship: Courage – Great Women Who Changed the World • Little Leaders: Bold Women in Black History • Love Derby! – Florence Nightingale • Love Derby! – People who help us • Collective Worship Justice – Malala Yousafzai • Waste Busters – Wangari's Garden • Waste Busters - the Green Queen • Collective Worship Joy – My Beautiful Voice 	<ul style="list-style-type: none"> • PSHE Matters programme • Derbyshire Agreed Syllabus • Understanding Christianity programme • Derbyshire Agreed Syllabus: Which times are special and why? Birthdays, Christenings, weddings, Mother's Day • Religious festivals within Christianity, Islam, Sikhism and Hinduism • Remembrance • Rule Britannia – Why do we celebrate St George's Day? • Collective Worship – British Values • Collective Worship Peace – Wangari's Garden • Waste Busters – Wangari's Garden • Waste Busters - the Green Queen • School Council – British Values (school voting station) • Collective Worship Joy – My Beautiful Voice • Collective Worship Service – Green Lizards V Red Rectangles • Love Derby: visits to local places of worship 	<ul style="list-style-type: none"> • PSHE Matters programme • Derbyshire Agreed Syllabus • Understanding Christianity programme • Derbyshire Agreed Syllabus: Which times are special and why? Marriage • Derbyshire Agreed Syllabus: What does it mean to belong to a faith community? • Derby Book Festival – All Kinds of Families

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Pregnancy / Maternity 	Sexual Orientation 	Gender Reassignment 
<ul style="list-style-type: none"> • Love Derby – • Mother's Day • Collective Worship Thankfulness – Five Minutes Peace – Acts of Kindness at home 	<ul style="list-style-type: none"> • PSHE Matters programme • Derby Book Festival – All Kinds of Families • PSHE Matters literacy spine: The Smeds and the Smoos; Families, Families, Families! 	<p>N/A</p>