Protected Characteristics at St Barnabas and St Paul's

St Barnabas and St Paul's is committed to teaching the understanding of the 'Protected Characteristics'. This is done by teaching the children to respect and value each of the characteristics. The nine protected characteristics is seamlessly weaved through the curriculum so that the children understand that it is against the law to discriminate.

Characteristics	Definition	Subject	Additional information
Marriage	Marriage is a union between a man and a woman or between a same-sex couple. Same-sex couples can also have their relationships legally recognised as 'civil partnerships'. Civil partners must not be treated less favourably than married couples (except where permitted by the Equality Act).	English (Reading) English (Writing) History PSHE	Reception - Our Class is a Family Year 1 - Fairy Tales for Little Children - marriage is no longer restricted between man or woman. Year 2 *The Owl and the Pussy Cat* - The cat asked to marry the owl. Year 5 – British History What was life like in Tudor England – Children think about the way Henry VIII treated his wives and whether this is an acceptable meaning of marriage. Whole school -Families can look different, but are all characterised by love and care for one another. Children learn that not everyone wants to get married, but this does not matter and everyone has their own types of relationships.
Religion	Religion refers to any religion, including a lack of religion. Belief refers to any religious or philosophical belief and includes a lack of belief. Generally, a belief should affect your life	Art DT	Year 2 - Children look at artwork by artists from different religious backgrounds. Year 5 – children look at artists and their artwork from different religious backgrounds. This will affect how food is prepared and food choices in cooking and nutrition units. Year 1 - Cooking and nutrition - Fruit and vegetables

	choices or the way you live for it to be included in the definition.		Year 3 - Cooking and nutrition - Eating seasonally Year 5 - Cooking and nutrition - What could be healthier?
		English (Reading)	Year 5 – Boy in the Dress Year 6 – Boy in the striped Pyjamas -
		English (Writing)	Year 4 **-** *Amazing Island* - Looks at the cultures and religions of different islands across the world.
		Geography	In all of these units of work, children begin to recognise similarities and differences between different countries and cultures. Year 2: Serrekunda, The Gambia - Children explore indigenous people. Year 4: Naples and Campania - How religious events are celebrated in Naples and Campania? (Christmas, Easter etc) Year 5: Amazon Basin- Why we have many different tribes living in the Amazon Basin?
		History	Reception: *Peek into the Past & Adventures through time* - Children communicate findings and ask questions by pointing to images and using simple language to explain their thoughts of religion and age. Year 1: *How am I making History?* – Children can begin to recognise similarities and differences between how people celebrate events. Year 5: British History – Tudors – Children explore the reformation of the Church. The divide of the Roman Catholic Church and the Church of England. Year 6: British history 6: What was the impact of World War II on the people of Britain? - Children will explore reasons why Christians, Jews, and Buddhists entered the military in unprecedented numbers.
		PE	Whole School

			- Girls are allowed to wear swimming costumes that cover the full body in line with any religious beliefs - Girls' football kit has been ordered- this includes hijabs. - Dances of the world are on the dance curriculum. - Quotes from sporting legends from various religions are around school.
		PSHE	Whole school – Children think about people in the communities and the importance of respecting others when they are different to them (beliefs)
		Religious Education	Reception – Christianity, Holy places, Prayer, Multi-faith comparison Year 1 - Religions based on the syllabus – explore similarities and differences Year 2 - Religions based on the syllabus – explore similarities and differences Year 3 - As above Y3-6 Begin to see religion persecution across different faiths. Year 4 - As above - Differences in churches explored – Christians and Catholics (differences within). Year 5 – As above Year 6 – as above
Sex	A man or a woman.	Art	Rec – Y6 - children in all year groups are taught about male and female artists and look at the work they produce. They also look at portraits of both males and females
		DT	It is possible that boys and girls may be less interested in traditionally gendered areas of subject matter.- Stereotypes Year 1 - Cooking and nutrition - Fruit and vegetables Year 2 - Mechanisms: Fairground wheel

			Year 2 - Mechanisms: Making a moving monster Year 3 - Cooking and nutrition - Eating seasonally Year 5 - Cooking and nutrition - What could be healthier?
		English (Reading)	Year 5 – The boy in the Dress
		English (Writing)	Year 5 - *The Moon* – some poets regard the moon as being female.
		Geography	Roles in society Year 2: Serrekunda, The Gambia Children explore the different types of jobs. Many women and girls are homemakers or work on farms collecting crops. Many boys and men take part in manual labour as jobs. Year 6: Global Citizen The children are taught that global goal 5 is to achieve gender and equality for all women and girls.
		History	Year 2: *What is a monarch?* - To know that 'historically significant' people are those who changed many people's lives and to know that in the past monarchs had absolute power. Year 4: *British history 2: Why did the Romans settle in Britain?* – Boudicca was a Celtic queen who rebelled against Roman rule. Boudicca led an army of 30,000 men. Year 6: British history 6: *What was the impact of World War II on the people of Britain?* - To understand the changing role of women and men in Britain. To understand that there are differences between early and later civilisations.
		PE	Whole School All sports clubs are inclusive to all. Children are encouraged to participate in a number of sports clubs beyond the traditional sports. For example: girls can attend football, boys can attend netball etc. As a school, we ensure that the children can access any sport.

			Separate changing rooms for swimming. All children are encouraged to come into school wearing sports kit on PE days
		PSHE	Year 2 - the children learn about recognise gender stereotypes, that boys and girls can have differences and similarities and that is OK. They explore how children can be bullied because they are different, that this shouldn't happen and how they can support a classmate who is being bullied. Year 3 - They identify why stereotypes can be unfair and may not be accurate, e.g. Mum is the carer, Dad goes to work. They also look at careers and why stereotypes can be unfair in this context. They learn that families should be founded on love, respect, appreciation, trust and co-operation. Children are reminded about the Solve it together technique for negotiating conflict situations and the concept of a win-win outcome is introduced. Year 3 - Children are taught that it is usually the female that carries the baby in nature. This leads onto lessons where puberty is introduced. Children first look at the outside body changes in males and females. Year 4 - what a stereotype is, and how stereotypes can be unfair, negative or destructive Year 5 / Year 6 – Puberty is revisited in further detail, explaining bodily changes in males and females
		Religious Education	Year 1 - Creation – male and females (Adam and Eve) Year 5 - Old testament women – women's role in faith and the decisions made
		Science	Reception - I know we are all unique Year 5

			- Understand what gestation is - Learn some differences between the gestation periods of mammals - Explore reasons behind extreme gestation periods - Understand the stages during pregnancy - Understand all children go through puberty - Identify changes that take place during puberty - Compare the changes experienced by boys and girls Year 6 - Understand that some characteristics are inherited - Explain why offspring look similar but not identical to their parents
Pregnancy	Pregnancy is the condition of being pregnant or expecting a baby. Maternity refers to the period after the birth, and is linked to maternity leave in the employment context. In the non-work context, protection against maternity discrimination is for 26 weeks after giving birth, and this includes treating a woman unfavourably because she is breastfeeding.	English (Writing) Religious Education Science	Year 3 - ***Seal Surfer*** **-** a boy witnesses a seal birth and watches the pup grow up. ***The Big Blue Whale*** – the life cycle of a whale over a year. Year 6 - ***Manfish*** - a boy was born under the French sun. Year 2 - Mary fleeing to have baby Jesus - refugees Year 5 - Understand what gestation is - Learn some differences between the gestation periods of mammals - Explore reasons behind extreme gestation periods - Understand the stages during pregnancy
Gender Reassignment	Where a person undergoes, or proposes	English (Writing)	Year 2 - ***Troll Swap*** **-** the two trolls, Timothy and Tabitha, swap identities.

	to undergo, a process for the purpose of reassigning their sex.	PSHE	Year 6 - the children discuss differences and similarities and that, for some people, being different is difficult. The children learn about bullying and how people can have power over others in a group. Year 6 – Children will explore differences in including gender reassignment and transgender
		Religious Education	Reception - Celebrating differences
Race	A race is a group of people defined by their colour, nationality (including citizenship) ethnicity or national origins. A racial group can be made up of more than one distinct racial group, such as Black British.	Art	Year 2 - Children look at and discuss artwork containing people from a range of races. Year 3 - Children look at artists from different races and other groups such as immigrants / Ancient Egyptians and The Shang Dynasty of Ancient China Year 6 - Children look at artwork produced by a range of Ancient civilizations
		English (Reading)	Year 1 - Muhammad Ali Little People, Big Dreams - discrimination due to race Year 2 - Beauty and the Beast – discrimination due to race Year 3 - Bilal's Brilliant Bee – discrimination due to race Year 5 - Astounding Broccoli Boy – discrimination due to race Year 6 - Boy in the Striped Pyjamas – discrimination due to race
		English (Writing)	Year 6 - ***Star of fear, Star of Hope*** **-** About the holocaust. The two main characters were treated differently because of their race.
		Geography	discrimination due to race Year 5: Amazon Basin - Many tribes and indigenous people may face discrimination due to race.

		PE	Sportsmanship is promoted in lessons and at extra-curricular clubs. Working together in team games is an essential part of PE at school
		PSHE	Whole school – Children think about people in our community and the importance of respecting others when they are different to them.
		Science	Reception - I know we are all unique
Age	A person belonging to a particular age (for example 32 year olds) or range of ages (for example 18 to 30 year olds)	English (Reading)	Year 2 - Cinderella - having restrictions due to age Year 2 - Little Red Riding Hood – having restrictions due to age Year 3 - Oliver Twist – having restrictions due to age (Age) Year 3 - Hodgeheg – having restrictions due to age (Age)
		English (Writing)	Year 5 **- *Queen of the Falls*** – the main character was judged to be too old to do the dare devil feat. Year 5 - ***Arthur and the Golden Rope*** – Arthur is very young to defeat anything.
		Geography	having restrictions due to age Year 2: Serrekunda, The Gambia - Children explore tourism and different types jobs in this unit of work. In many parts of Africa young children today go out to work. Year 4: Naples and Campania: School is compulsory from the ages of 6-16 for all children.
		History	Reception: *Peek into the Past & Adventures through time* - Children communicate findings and ask questions by pointing to images and using simple language to explain their thoughts of religion and age. Year 2: *How was school different in the past?* – Children look at similarities and differences between children going to school in the 1900's, 1960's and now.

		PSHE Science	Year 3: *How have children's lives changed?* - In Roman times, girls were regarded as adults at the age of 12 and boys at the age of 14. In Tudor times, children became adults at 15 but had jobs from the ages of 7 or 8. In Victorian times, children became adults at 21 but many had jobs from the age of 10. Today, according to the law, children become adults at the age of 18. Whole school – Age of consent linked to smoking/alcohol/marriage/having a paid job Reception - I know we are all unique Year 2 - Order the stages of a human life cycle - Identify each stage of a human life cycle - Draw the human life cycle - Match descriptions of each stage of the human life cycle - Describe each stage of the human life cycle - Compare two stages of the human life cycle - Match offspring with their parents - Identify features inherited from a parent - Compare the life cycle of a chicken and a human Year 5 - Name the key stages of a mammal's life cycle - Identify developments during each stage of a life cycle - Compare the human life cycle with another mammal - Understand all children grow - Know some key signs of ageing in humans - Recognise that humans age differently depending on their lifestyle - Suggest ways to stay healthy in old age Year 6

			- Understand that some characteristics are inherited - Explain why offspring look similar but not identical to their parents
Disability	A person has a disability if she or he has a physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day-to-day activities.	DT	If a person has a physical disability, this may affect them in participating in physical activities such as; Year 1 - Cooking and nutrition - making smoothies Year 2 - Structures - making a baby bear's chair
		English (Reading)	Year 3 - Bilal's Brilliant Bee - whereby a disability may hinder or affect a person's ability to carry out normal day to day activities (Disability) Year 6 - Wonder – whereby a disability may hinder or affect a person's ability to carry out normal day to day activities
		English (Writing)	Year 1 -***Lost and Found*** **-** the penguin does not talk but it doesn't affect the friend. ***The Lion Inside*** - the lion has feelings on the inside and needs these to come out and shine. He wonders what it feels like to be someone else. ***Beegu*** – three eyed alien Year 5 - ***Radiant Child*** – the child's mother has a mental illness.
		Religious Education	Jesus' miracles e.g. helping the blind.
		PE	Whole School - The school participate in a number of interschool SEN competitions such as in Boccia, ten pin bowling and new age kurling. PE lessons are adapted to meet the needs of all individuals.

		PSHE Science	Whole school – Children think about people in our community and the importance of respecting others when they are different to them. Reception - I know we are all unique
Sexual Orientation	Whether a person's sexual attraction is towards their own sex, the opposite sex or to both sexes.	PSHE	Whole school - the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs - practical steps they can take in a range of different contexts to improve or support respectful relationships - the conventions of courtesy and manners - the importance of self-respect and how this links to their own happiness - that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority - about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help - what a stereotype is, and how stereotypes can be unfair, negative or destructive - the importance of permission-seeking and giving in relationships with friends, peers and adults.