

Protected Characteristics in the Curriculum

The Harmony Trust

Contents

| | |
|---------|---|
| 3 | The protected characteristics as outlined by the DfE |
| 4 | How OFSTED inspect the teaching of the Protected Characteristics |
| 5 | The Harmony Trust Equality Policy |
| 6 – 8 | Integrating Protected Characteristics into the Primary School Curriculum |
| 9 | Reference to the protected characteristics within current Harmony documentation |
| 10 | RHE / PSHE |
| 11 | RE |
| 12 | Science |
| 13 | How Protected Characteristics are taught incidentally within the Curriculum |
| 14 - 15 | How Protected Characteristics are reinforced through daily Academy life |
| 16 - 19 | Supporting the teaching of the Protected Characteristics through stories: a book list |

Protected Characteristics as described by the DfE

Types of discrimination

It is against the law to discriminate against anyone because of:

- 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

These are called ‘protected characteristics’.

You’re protected from discrimination:

- at work
- in education
- as a consumer
- when using public services
- when buying or renting property
- as a member or guest of a private club or association

You’re legally protected from discrimination by the [Equality Act 2010](#).

You’re also protected from discrimination if:

- you’re associated with someone who has a protected characteristic, for example a family member or friend
- you’ve complained about discrimination or supported someone else’s claim

How OFSTED inspect the teaching of the protected characteristics in schools:

- Inspectors will gather evidence on how schools promote equality and pupils' understanding of the protected characteristics. They will use this evidence as part of evaluating and coming to judgements on 3 main areas:
- the personal development of pupils
- the effectiveness of leadership and management
- If inspectors identify at inspection that a school is not teaching about all the protected characteristics, they will always report on this and will explain how (if at all) it has affected the school's inspection judgements.

Personal development

- The [education inspection framework](#) (EIF) and the [school inspection handbook](#) and [independent school inspection handbook](#) explain that pupils' understanding of the protected characteristics and how equality and diversity are promoted form part of the evidence that inspectors use to evaluate the school's personal development of pupils.
- All primary and secondary schools, whether state-funded or independent, should be able to demonstrate that no form of discrimination is tolerated and that pupils show respect for those who share the protected characteristics. Schools will not be able to demonstrate this by pointing to a general policy of encouraging respect for all people.
- If a school does not promote pupils' awareness and understanding of all the protected characteristics effectively, this may result in a requires improvement judgement for personal development. This is especially likely if inspectors identify one or more other weaknesses in the school's promotion of and provision for pupils' personal development. For state-funded schools, this only applies to graded (section 5) inspections. For independent schools, this only applies to standard inspections. This is regardless of any consultation that the school may have carried out to meet the requirements in the DfE's statutory guidance.

The Harmony Trust Equality Policy

Types of discrimination:

- Direct discrimination – someone is treated less favourably than another person because of a protected characteristic
- Discrimination by association – direct discrimination against someone because they associate with another person who possesses a protected characteristic
- Discrimination by perception – direct discrimination against someone because others think they possess a particular protected characteristic
- Indirect discrimination – resulting from a rule or policy that applies to everyone but disadvantages a particular protected characteristic
- Harassment – behaviour that is offensive to others even if it is not directly aimed at them
- Harassment by a third party – the Trust are potentially liable for harassment of those in our Trust and academies made by people we do not employ
- Victimisation – someone is treated badly, made or supported a complaint under the Equality Act

Specific Legal Duties – In order to meet and fulfil the requirements of the Act we must demonstrate how we meet some specified general duties, namely:

- Equality Information – we must demonstrate compliance with the general duty across its functions and must not make public information that can specifically identify any child
- Monitor Equality – we must collect data related to the protected characteristics above and analyse this data to determine our focus for our equality objectives. The data will be assessed across our core provisions as a Multi Academy Trust. The functions included in our core provisions are set out in Section 5 below and our priorities and objectives will ensure equality is applied to the services listed. Where we find evidence that other functions have a significant impact on any particular group we will include work in this area.

Integrating Protected Characteristics into the Primary School Curriculum

This guidance document aims to provide primary school teachers with practical suggestions on how to integrate the concept of protected characteristics into the English National Curriculum across various subjects, from early years to year 6. Promoting inclusivity and diversity through education is essential in fostering a fair and inclusive society.

Subject-specific guidelines:

| | |
|--------------|--|
| EYFS | Personal, Social, and Emotional Development: Encourage discussions about feelings, empathy, and friendships, highlighting the importance of treating everyone with respect. Understanding the World: Explore different cultures, traditions, and family structures, showcasing diversity from an early age. |
| English: | Reading: Choose literature that features diverse characters and stories, enabling students to relate to people from various backgrounds. Writing: Encourage students to create stories and essays that reflect diversity, promoting tolerance and acceptance. |
| Mathematics: | Problem Solving: Utilize word problems that involve real-life scenarios, demonstrating how math can address inequalities and promote fairness. Data Handling: Analyze data related to diversity and protected characteristics to engage students in meaningful discussions. |
| Science: | Life Processes and Living Things: Explore biodiversity and the importance of conservation, highlighting the interdependence of all living creatures. Materials and Their Properties: Discuss the relevance of sustainable materials and how choices can impact the environment and society. |

By incorporating these guidelines into the primary school curriculum, teachers can help students develop a deeper understanding of protected characteristics and foster a culture of inclusivity and respect. Encouraging open discussions and celebrating diversity throughout the curriculum can have a lasting positive impact on students and society as a whole.

| | |
|-------------------------------|--|
| History: | <p>Local and World History: Introduce diverse historical figures and events, emphasizing the contributions of individuals from various backgrounds.</p> <p>Impact of Colonialism and Empires: Engage with this topic to promote discussions about the consequences of discrimination and inequality.</p> |
| Geography: | <p>Human and Physical Geography: Investigate different cultures and environments worldwide, encouraging respect for diverse customs and traditions.</p> <p>Sustainability: Teach the importance of preserving the planet for future generations, emphasizing the impact on vulnerable communities.</p> |
| Art and Design: | <p>Expressive Arts: Explore different art forms and styles from various cultures, enabling students to appreciate the rich tapestry of human creativity.</p> <p>Portraiture: Encourage students to create diverse portraits that reflect a range of ethnicities, abilities, and backgrounds.</p> |
| Music: | <p>World Music: Introduce students to music from different parts of the world, promoting an appreciation for cultural diversity.</p> <p>Famous Musicians: Highlight the achievements of musicians from various backgrounds to inspire students.</p> |
| Physical Education: | <p>Inclusive Sports: Include a variety of sports and activities that cater to all abilities and body types, promoting fairness and inclusivity.</p> <p>Linking cultural sports and games into our curriculum to make links to other areas of the curriculum.</p> <p>Teamwork and Respect: Emphasize the importance of teamwork and respecting differences among peers.</p> |
| Design and Technology: | <p>Sustainable Design: Teach students about eco-friendly design and how it can positively impact society and the environment.</p> <p>Inclusive Design: Discuss the importance of designing products that accommodate a wide range of users, regardless of abilities.</p> |

CPD:

- a. Provide teachers with training and resources to effectively teach about protected characteristics.
- b. Encourage open dialogue among educators to share best practices and strategies for creating an inclusive classroom.

Challenging Stereotypes:

- a. Teach students to challenge stereotypes and prejudice.
- b. Promote discussions on respect, empathy, and the consequences of discrimination.

Reporting and Monitoring:

- a. Establish a mechanism for reporting incidents of discrimination or bullying.
- b. Regularly monitor and review the effectiveness of the protected characteristics teaching policy.

Parent and Guardian Involvement:

- a. Involve parents and guardians in discussions about teaching protected characteristics.
- b. Encourage them to support these efforts at home and reinforce the importance of inclusivity.

Evaluation:

- a. Evaluate the impact of this policy on student awareness and attitudes towards protected characteristics.
- b. Make adjustments as necessary to continuously improve the teaching approach.

Implementation:

- a. This policy should be communicated to all staff, students, parents, and guardians.
- b. It should be reviewed and updated periodically to align with evolving best practices and legal requirements.

This policy aims to create an inclusive and respectful learning environment in primary schools, ensuring that students are well-informed about protected characteristics and understand the value of diversity and inclusion in society.

Reference to the protected characteristics within current Harmony documentation:

- Through the Harmony Trust's PSHE Curriculum, pupils gain a holistic approach to an education which eliminates discrimination and enhances equality whilst fostering good relationships between each other.
- Through the Harmony Pledge, pupils learn to be respectful citizens of society, they appreciate that everyone is unique and together they celebrate everyone's differences.
- Through weekly assemblies which are strategically planned and progressive over the course of each half term and the course of the year. The assemblies cover all aspect of the protected characteristics, and the focus is repeated over the course of the year.

RHE/PSHE

| | EYFS | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 |
|--------------------------------------|------|--------------------------|-----------------------------|-------------------------------------|----|---------------------------------|---------------------------------|
| Age | | | | Y3 Sum 1 Similarities & Differences | | | |
| Disability | | Focus on the Paralympics | | Y3 Sum 1 Similarities & Differences | | Y5 Aut 1 Rules & Responsibility | Y6 Aut 1 Rules & Responsibility |
| Gender reassignment | | | | Y3 Sum 1 Similarities & Differences | | | |
| Race | | | | Y3 Sum 1 Similarities & Differences | | Y5 Aut 1 Rules & Responsibility | Y6 Aut 1 Rules & Responsibility |
| Religion or belief | | | | Y3 Sum 1 Similarities & Differences | | Y5 Aut 1 Rules & Responsibility | Y6 Aut 1 Rules & Responsibility |
| Sex (Gender) | | | Y2 Spr 1 Growing & Changing | | | | Y6 Spr 1 Healthy Relationships |
| Sexual Orientation | | Y1 Sum 2 Communities | Y2 Spr 1 Growing & Changing | Y3 Sum 1 Similarities & Differences | | | |
| Pregnancy or Maternity | | | Y2 Spr 1 Growing & Changing | | | | Y6 Aut 2 Life Changes |
| Marriage or civil partnership | | Y1 Sum 2 Communities | | Y3 Sum 1 Similarities & Differences | | | |

RE

| | EYFS | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 |
|-------------------------------|------------|------------|------------|------------|---|------------|------------|
| Age | | | | | | | |
| Disability | | | | | | | |
| Gender reassignment | | | | | | | |
| Race | | | | | | | |
| Religion or belief | Throughout | Throughout | Throughout | Throughout | Throughout | Throughout | Throughout |
| Sex (Gender) | | | | | | | |
| Sexual Orientation | | | | | | | |
| Pregnancy or Maternity | | | | | | | |
| Marriage or civil partnership | | | | | Sum 2:Why do some people think life is a journey? | | |

Science

| | EYFS | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 |
|--------------------------------------|------|----------------------|---|--|---|---|--|
| Age | | | | | | | |
| Disability | | | | | | | |
| Gender reassignment | | | | | | | |
| Race | | | | | | | |
| Religion or belief | | | | | | | |
| Sex (Gender) | | Y1 Aut 1 Our Body | Y2 Spr 1 Growing & Changing | | | | Y6 Sum 1 Animals including humans |
| Sexual Orientation | | | Y2 Spr 1 Growing & Changing | | | Y5, Sum1 Plant and animal life cycles | |
| Pregnancy or Maternity | | | Y2 Aut 2 Living Things Y2 – Living things and habitats | Y4, Sum 1 Life Cycles of humans and how we develop. | Y4, Sum 1 Living things and their Habitats | Y5. Sum 1 Plant and animal life cycles | Y6 Spr 1 Living things and their habitats |
| Marriage or civil partnership | | | | | | | |

How are the Protected Characteristics taught incidentally within the Curriculum?

- Co-operative learning and class/team building which eliminates gender bias, develops social norms and improves race relations.
- Within English and Early Reading lessons as literature and storytelling often explore themes of diversity, empathy, and understanding different perspectives.
- Within history lessons where pupils learn about significant historical figures and events that promote equality and diversity in Britain over time.
- Within Geography lessons where pupils learn about different cultures and communities around the world.

How are the main messages around the Protected Characteristics reinforced through daily Academy life?

The Harmony Trust places a huge emphasis on promoting respect, tolerance, and understanding rather than explicitly teaching the legal concept of protected characteristics daily in all Academies.

Reinforcement happens through various practices, policies, and activities that promote an inclusive and respectful environment. Here are some key areas where this reinforcement is evident:

School Policies and Ethos:

1. **Inclusion Policies and Inclusion Service:** Schools often have policies that explicitly promote inclusivity and equality, ensuring that all students are treated fairly regardless of their protected characteristics.
2. **Anti-Bullying Policies:** These policies typically address bullying related to any of the protected characteristics, ensuring a safe environment for all students.

Assemblies and School Events:

1. **Themes of Respect and Diversity:** Regular assemblies might focus on themes such as respect, tolerance, and understanding diversity. Special assemblies may celebrate cultural and religious festivals, such as Diwali, Eid, Hanukkah, or LGBTQ+ History Month, highlighting the diversity within the school and wider community.
2. **Themed days or workshops:** These happen across the curriculum and vary from Academy to Academy.

Classroom Environment:

1. **Inclusive Resources and Displays:** Classrooms feature diverse and inclusive resources, such as books, posters, and learning materials that reflect a range of cultures, family structures, and abilities.
2. **Positive Role Models:** Teachers and staff serve as role models by demonstrating inclusive behaviour and language, showing respect for all students' backgrounds and identities.

Playground and Social Interactions:

1. **Supervised Play:** During break times, staff supervision ensures that inclusive play is encouraged, and any discriminatory behaviour is promptly addressed.
2. **Peer Support Programs:** Initiatives like buddy systems or peer mentors can help support children who may feel marginalized, promoting an inclusive peer environment.

Extracurricular Activities:

1. **Clubs:** Some Academies offer clubs that celebrate diversity, such as multicultural clubs or sign language clubs, providing additional spaces where protected characteristics are respected and valued.
2. **Sports and Arts Programs:** Inclusive practices in sports and arts ensure that children of all abilities and backgrounds can participate and feel valued.

1. Behaviour Management:

1. **Respectful Interaction Rules:** Codes of conduct that emphasize respect for all individuals help maintain an environment where discriminatory behavior is not tolerated.
2. **Restorative Practices:** When incidents do occur, schools may use restorative practices to address the harm and educate those involved about the impact of their actions, reinforcing the importance of respecting protected characteristics.

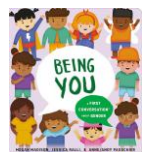
2. Parental Engagement:

1. **Inclusive Communication:** Communication with parents and carers is respectful and inclusive, taking into account different languages, cultures, and family structures.
2. **Workshops and Training:** Some Academies offer workshops or provide resources for parents on topics related to equality and diversity, helping to extend the reinforcement of these values beyond the school.

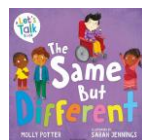
By embedding these practices into daily school life, our Academies help ensure that children not only learn about protected characteristics in a theoretical sense but also experience and practice respect for diversity and equality in their everyday interactions.

Supporting the teaching of the Protected Characteristics through stories: a book list

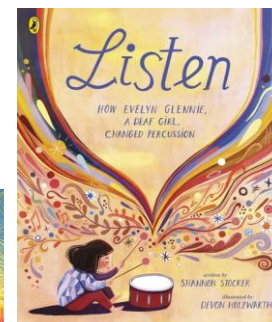
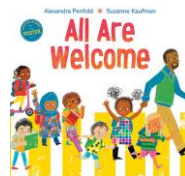
| | EYFS | KS1 | LKS22 | UKS2 |
|---|--|--|---|--|
| Age | <i>Being You by Megan Madison, Jessica Ralli & Anne/Andy Passchier</i> | <i>The Same But Different by Molly Potter</i> <i>As We Grow The journey of life by Libby Walden and Richard Jones</i> <i>Usborne Books for Kids I Lift-the-flap Questions and Answers About Growing Up</i> | <i>As We Grow The journey of life by Libby Walden and Richard Jones</i> <i>Usborne Books for Kids I Lift-the-flap Questions and Answers About Growing Up</i> | <i>Usborne Books for Kids I Lift-the-flap Questions and Answers About Growing Up</i> |
| Disability <i>The Abilities in me by Gemma Keir series has a range of different stories linked to special educational needs</i> | <i>All are Welcome! By Alexandra Penfold</i> | <i>The Same But Different by Molly Potter</i> <i>All are Welcome! By Alexandra Penfold</i> <i>We're All Wonders by R.J. Palacio</i> <i>The Girl Who Thought in Pictures – The Story of Dr Temple Grandin.</i> | <i>We're All Wonders by R.J. Palacio</i> <i>The Girl Who Thought in Pictures Listen; Shannon stocker</i> | <i>Wonder by R.J. Palacio</i> <i>The Girl Who Thought in Pictures</i> <i>Call me Lion; Camilla Chester</i> <i>Listen; Shannon stocker</i> |



There are lots of resources to support this book series on the website: [Books | First Conversations](#)



[The Same but Different – activity pack – Molly Potter](#)

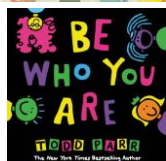


Workshops, guidance and resources to support the texts; [Bookshelf - The Abilities In Me](#)

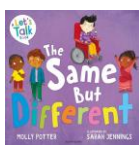
| | EYFS | KS1 | LKS22 | UKS2 |
|----------------------------|--|---|--|---|
| Gender reassignment | <i>Be who you are by Todd Parr</i> <i>All are Welcome! By Alexandra Penfold</i> <i>You Choose ...</i> <i>Teo's Tutu by Maryann Macias</i> | 'Red - A Crayon's Story' by Michael Hall All are Welcome! By Alexandra Penfold Jacob's New Dress; Sarah & Ian Hoffman | Are you a boy or Are you a girl? By Sarah Savage & Fox Fisher Born in the wrong Body by Serina & Mikey Wilson | The Pronoun Book by Cassandra Jules Corrigan Novel?? 10,000 dresses; Marcus Ewert I am Jazz; Jessica Herthel |
| Race | <i>All are Welcome! By Alexandra Penfold</i> <i>Elmer</i> <i>We are all neighbours -By Alexandra Penfold</i> <i>All People are Beautiful By Vincent Kelly</i> <i>Our Skin; Megan Madison, Jessical Ralli and Isabel Roxas</i> <i>Where Are You From? ;Yamile Saied Méndez</i> | The Same But Different by Molly Potter All are Welcome! By Alexandra Penfold <i>We are all neighbours - By Alexandra Penfold</i> <i>Coming to England – Floella Benjamin</i> <i>All About Diversity - Felicity Brooks</i> | Eyes that speak to the stars by Joanna Ho <i>Coming to England – Floella Benjamin</i> <i>All About Diversity - Felicity Brooks</i> | <i>All About Diversity - Felicity Brooks</i> |



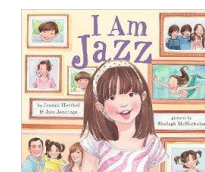
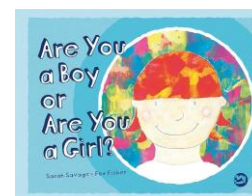
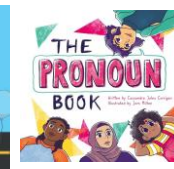
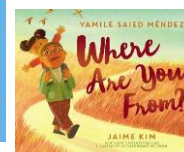
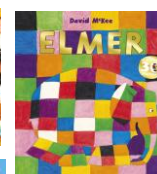
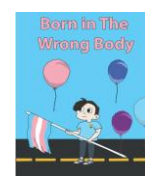
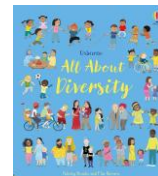
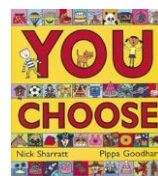
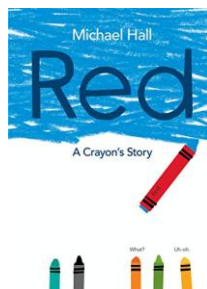
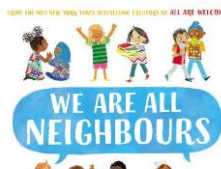
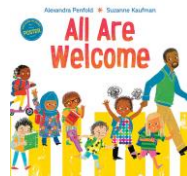
There are lots of resources to support this book series on the website: [Books | First Conversations](#)



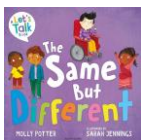
[Todd Parr – #BeWhoYouAreDay | Todd Parr](#)



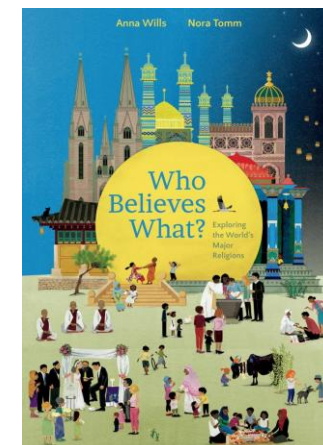
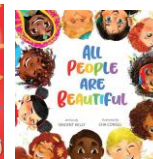
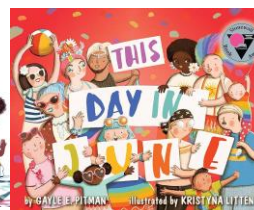
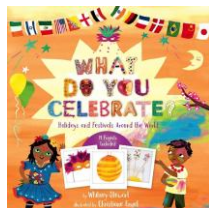
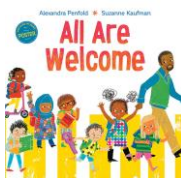
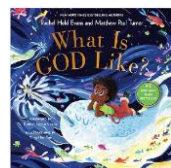
[The Same but Different – activity pack – Molly Potter](#)



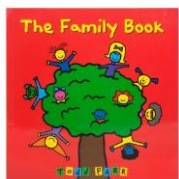
| | EYFS | KS1 | LKS22 | UKS2 |
|--------------------|---|--|---|---------------------------------------|
| Religion or belief | <i>All are Welcome! By Alexandra Penfold</i> <i>All People are Beautiful By Vincent Kelly</i> | The Same But Different by Molly Potter All are Welcome! By Alexandra Penfold What Do You Celebrate Whitney Stewart | What Do You Celebrate Whitney Stewart What Is God Like? ;Rachel Held Evans | <i>Who believes what? ;Anna Wills</i> |
| Sex (Gender) | <i>All are Welcome!; Alexandra Penfold</i> <i>Pink Is For Boys; Pearlman, Robb, Kaban, Eda</i> | The Same But Different by Molly Potter All are Welcome! By Alexandra Penfold | | |
| Sexual Orientation | <i>All are Welcome!;Alexandra Penfold</i> <i>Gayle E. Pitman; This day in June</i> | All are Welcome! By Alexandra Penfold | | Happily Ever After; author??? |



The Same but Different
– activity pack – Molly Potter



| | EYFS | KS1 | LKS22 | UKS2 |
|--------------------------------------|--|--|--|--|
| Pregnancy or Maternity | <p><i>There's a HOUSE inside my MUMMY</i>; Giles Andreae</p> <p><i>Topsy and Tim The New Baby</i>; Jean and Gareth Adamson</p> | <p><i>There's a HOUSE inside my MUMMY</i> By Giles Andreae</p> <p><i>Rainbow</i>; Kuhn, JéNai (pregnancy loss)</p> <p><i>The New Small Person</i>; Lauren Child</p> | <p><i>The New Small Person</i>; Lauren Child</p> | <p><i>Nine Months</i> by Miranda Paul & Jason Chin</p> |
| Marriage or civil partnership | <p><i>Stella Brings the Family</i>; Miriam B. Schiffer</p> <p><i>All About Families</i>; Usborne</p> <p><i>Together</i>; Megan Madison, Jessical Ralli and Isabel Roxas</p> <p><i>The Family Book</i>; Todd Paar</p> <p><i>Mommy, Mama and Me</i>; Leslea Newman</p> | <p>Tango Makes Three</p> <p><i>Stella Brings the Family</i>; Miriam B. Schiffer</p> <p><i>All About Families</i> by Usborne</p> <p><i>King and King</i>; Linda de Haan</p> | <p><i>All About Families</i> by Usborne</p> <p><i>The Misadventures of the Family Fletcher</i>; Dana Alison Levy</p> | <p><i>All About Families</i> by Usborne</p> <p><i>The Misadventures of the Family Fletcher</i>; Dana Alison Levy</p> |



There are lots of resources to support this book series on the website: [Books | First Conversations](#)

