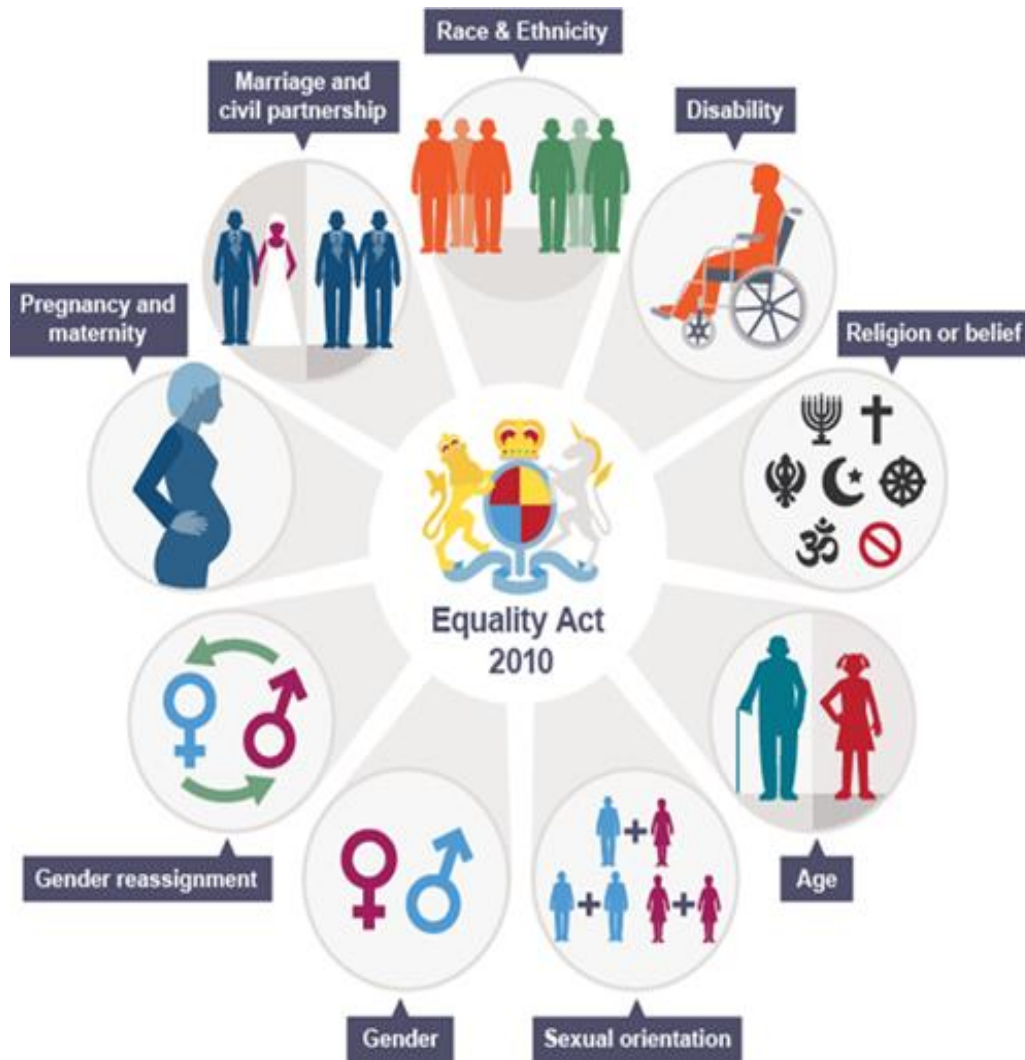




How are the Protected Characteristics actively promoted at Sir Alexander Fleming Primary School and Nursery.



Our Personal Development Curriculum is the backbone to our children's personal and character development. At Sir Alexander Fleming Nursery and Primary School, we actively promote an age-appropriate understanding of the **protected characteristics** in our curriculum and work to embed them into our ethos.

Our Personal Development Curriculum encompasses the teaching and learning of protected characteristics to ensure that children are well-informed of these characteristics and the rights of people within these communities in an age-appropriate way. Children are aware of discrimination and, as a result, we all work hard to ensure everyone at SAF or in our community is included and accepted. Children at SAF are respectful towards all individuals. They recognise the importance of treating people fairly and respecting everyone's rights.

In addition to our Personal Development Curriculum, our British Values map and SMSC plan, our wider curriculum provides planned opportunities to support children's knowledge and understanding of the protected characteristics. This is covered through:

- Our school vision and ethos statements and our SDP.
- Our school core values

Our values, specifically the values of respect for everyone around you, and diversity, appreciating and celebrating the differences and similarities between us.

- Our school behaviour policy
- Reading assemblies focusing on books with diverse characters, disabilities, different ages, relationships
- Developing a love of reading through a range of authors and genres – Wonder, and Tango makes three, Hidden Figures etc
- NSPCC PANTS campaign – assemblies, interventions
- Conscious role modelling by all adults in the school community
- Planned interventions delivered 1:1 or in small groups to address views and opinions of children.
- Active engagement and communication with parents and carers
- Discussion within curriculum subjects, taking a cross-curricular approach Personal Development and RSE lessons, as well as taking the opportunity to model respect and positivity in all lessons.
- Promoting articulation by building appropriate language and a coherent vocabulary

- Religious Education (RE) lessons

During their time at SAF, children cover all the major world religions.

- Sporting competitions

Both within school and outside of school, varied competitions are organised by our PE lead and coaches.

- Art projects and visits

- School Council / Safeguarding Board – other pupil committees

- Educational experiences and visits

- History Curriculum including Black History Month, Ghanaian Independence Day, Pride Month, Windrush Day

- The promotion of British values in school life (see FBV document) and a planned British Values Fortnight – visits from local councillor, MP, Police

- High-quality resources and displays – show disabilities, race and ethnicity from Nursery to Year 6

- Real-life learning outside the classroom

- Guest speakers – Police, Fire Service, Nurses, Religious observers, authors

- Developing links with the local community – churches, community centre

- Extra-curricular activities, after-school clubs, charity work and work within the local community

- Safer recruitment, retention and staff development

We collect and analyse the following data to assess the impact of our Single Equality Policy. The data is recorded on our CPOMs system and the main areas we assess are:

- Admissions • Attendance • Suspensions • Outcomes • Racial incidents • Bullying incidents • Homophobic incidents • Any other prejudice related incidents


- Our robust assembly offer provides more opportunities for children to learn more about these protected characteristics as well as how to keep themselves and others safe.



Our Assembly offer enables pupils to...


- Become responsible, respectful and active citizens
- know the difference between right and wrong
- know the consequences of their behaviour and actions
- have the knowledge and respect for different faiths, feelings and values
- enhance pupils' spiritual, moral, social and cultural development
- create an environment where children feel safe and where bullying, harassment, discrimination etc is not tolerated
- know how to keep themselves safe including online
- understand protected characteristics, promoting equality and diversity
- be prepared for their adult lives
- support children with how to engage in society





How are the Protected Characteristics planned into the curriculum?

Characteristic	Taught within	Additional Information
 <p>Age</p>	<p>Nursery</p> <p>Reception</p> <p>Reception – Summer</p> <p>Year 1 Summer 1</p> <p>Year 2 Autumn 1</p>	<p>Science - Understanding the world The human lifecycle – When I was a baby</p> <p>Science - Understanding the world Discuss pregnancy and young infant care</p> <p>Understanding the world The lifecycle of a butterfly</p> <p>PSHE - To begin to understand the needs of babies and young children.</p> <p>Science – children learn about the life stages of different animals, and this includes the life stages of a human.</p>


	<p>Year 3 Autumn 1</p> <p>Year 4 Summer 1</p> <p>Year 5 Summer 1</p>	<p>PSHE - To recognise that stereotypes are present in everyday life (age)</p> <p>PSHE / RSHE - children discuss the life cycle of a human and how bodies change as we grow up. Initial discussion of the changes that happen when you become a teenager. Discussion about puberty and some of the changes that will happen as children get older. Discussion about pubic hair and about how different people develop at different rates.</p> <p>Science - Children study the changes as humans reach old age and talk about how the body changes and develop over different life stages</p>
 <p>Disability</p>	<p>Year 4 Autumn 1</p> <p>Year 6 Spring 2</p>	<p>PSHE - To explore stereotypes in fictional characters and think about how these might influence us (disability)</p> <p>PSHE / RSHE - Class discussion of discrimination and differences – being old, disabled are the examples given. Leads to conversation as class about why this is wrong, how to challenge stereotyping and discrimination</p>
	<p>Year 1 Autumn 1</p>	<p>PSHE - Understanding that different people can be in a family and that families look after us.</p>

<p>Sexual orientation</p>	<p>Year 2 Autumn 1</p> <p>Year 3 Spring 2</p> <p>Year 6 Spring 2</p>	<p>PSHE - To begin to understand the range of families they may encounter now and in the future</p> <p>PSHE / RSHE - lesson about different types of families, the specific vocabulary of same sex couples and how they can also get married is mentioned. Children look at pictures of families and talk about different relationships within a family.</p> <p>PSHE/RSHE - Class discussion of discrimination and differences – sexual orientation is mentioned. Leads to conversation as class about why this is wrong, how to challenge stereotyping and discrimination</p>
<p></p> <p>Marriage & civil partnerships</p>	<p>Reception Summer 2</p> <p>Year 1 Autumn 1</p> <p>Year 1 Summer 2</p>	<p>Special times: What special times do we celebrate? Focus: Weddings (different types)</p> <p>PSHE - discussion about how families can look different, but all are still characterised by love and care for one another – this is what family means.</p> <p>PSHE- During these lessons, children talk about new-born babies in the context of being excited to have a younger sibling. Children discuss the names for private parts for a boy</p>

		<p>or a girl, and look at photographs of different family structures to discuss.</p>
	Year 2 Autumn 1	<p>PSHE - class discussing that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.</p>
	Year 2 Autumn 1	<p>PSHE - That marriage represents a formal and legally recognised relationship.</p>
	Year 3 Spring 2	<p>PSHE - Lesson about different types of families, the specific vocabulary of same sex couples and how they can also get married is mentioned. Children look at pictures of families and talk about different relationships within a family.</p>
	Year 4 Spring 1	<p>PSHE - Lesson around the importance of respecting others – references to families being characterised by love and care rather than who is in it.</p>
	Reception – Autumn 2	<p>PSHE – Similarities and Differences: Exploring diversity through activities and discussion about similarities and differences and understanding that we are all unique.</p>

Race & ethnicity	<p>Year 1 Summer 1</p> <p>Year 2 Autumn 1</p> <p>Year 4 Spring 1</p>	<p>PSHE - To begin to recognise ways in which we are both the same as and different from other people.</p> <p>PSHE - To begin to understand the differences between people and why it is important to respect these differences</p> <p>PSHE - To understand the value of diversity in a community.</p>
 <p>Religion or belief</p>	<p>Reception – Summer 1</p> <p>Reception Autumn 2</p> <p>Reception Spring 1</p> <p>Reception Spring 2</p> <p>Reception Summer 2</p> <p>Year 1 Autumn 2</p> <p>Year 1 Summer 2</p> <p>Year 2 Autumn 1</p> <p>Year 2 Spring 1</p>	<p>PSHE/ RSHE - Thing about the perspectives of others in the class and learning about how different beliefs celebrate special</p> <p>RE - Religious Festivals: Who celebrates -what and why?</p> <p>Special times: What happens at a birthday and a baptism?</p> <p>Religious Festivals: How and why do Christians celebrate Easter? Discuss Ramadan and Eid al-Fitr</p> <p>Special times: What special times do we celebrate?</p> <p>Focus: Weddings (different types)</p> <p>RE - Find out about Christian and Islamic buildings</p> <p>Special Stories</p> <p>RE - Respect for Everyone: Why are we special?</p> <p>Holy Books</p>

	Year 2 Summer 2	Beginning to Learn from Islam: Making connections between Abrahamic religions
	Year 3 Autumn 1	How and why do Sikhi and Hindus celebrate? Buddhists too to make links between dharmic religions.
	Year 3 Spring 1	Leaders and Followers Family and Faith. Jewish and Christian. Who inspires you? Who was Jesus?
	Year 3 Summer 2	Life as a journey
	Year 4 Autumn	RE - Beautiful World: Christian creation story link Muslim, Christian, Jewish and Atheist views
	Year 4 Spring 1	What can we learn from visiting places of worship – sacred places
	Year 4 Spring 2	Why do some people think Jesus is inspirational?
	Year 4 Summer	Keeping the Five Pillars: What helps You with your life journey? What are the Five Pillars?
	Year 5 Autumn 2	RE - How and why do Muslims and Jews pray? Discuss theists, atheists and agnostics
	Year 5 Spring 2	Can you imagine a world without religion? How would that be different?
	Year 5 Summer	Abrahamic religions – Recall the Abrahamic Covenant. What does it mean to Christians, Jews and Muslims?

	<p>Year 6 Autumn 1</p> <p>Year 6 Spring 1</p> <p>Year 6 Summer 1</p>	<p>RE - Faith and science: Consider apparent contradictions and interrelations between science and religion and the ways that scientists, theologians approach these. What does science say about religion?</p> <p>What does religion say about science?</p> <p>Religions in the local community, nation and globally</p> <p>Words of Wisdom: Stillness and Calm</p> <p>Money, beauty and love - what Sikhs, Muslims and Christians believe?</p>
 <p>Gender</p>	<p>Year 3 Autumn 1</p> <p>Year 4 Autumn 1</p> <p>Year 1 Summer 2</p>	<p>PSHE - To recognise that stereotypes are present in everyday life (gender)</p> <p>PSHE - To explore stereotypes in fictional characters and think about how these might influence us (gender)</p> <p>During these lessons, children talk about new-born babies in the context of being excited to have a younger sibling. Children discuss the names for private parts for a boy or a girl, and look at photographs of different family structures to discuss.</p>

	Year 2 Autumn 1	Science - Children discuss the differences biologically between boys and girls – first in the context of animals before moving to naming and labelling parts of humans.
	Year 3 Spring 1	Science - discuss the life cycle of a human and how bodies change as we grow up. Initial discussion of the changes that happen when you become a teenager.
	Year 4 Summer 2	PSHE/RSHE - Detailed conversation about puberty and changes that bodies go through in preparing for adulthood. Conversation about periods and sperm production, and references to this being for reproductive purposes.
	Year 5 Summer 2	PSHE / RSHE - Lessons around how babies are made and how this process works in regards to how a baby grows and develops in the womb and is then born.
	Year 6 Summer 2	PSHE/RSHE - Discussion about relationships and how communication and respect is important. All types of relationships referenced.



Gender
reassignment

Year 1 Autumn 1

PSHE / RSHE - Beginning to understand what is meant by a stereotype and how unhelpful and unfair it is to stereotype people.

Year 2 Autumn 1

PSHE - To develop an understanding of stereotypes and how these might affect job/career choices

Year 2 Summer 2


PSHE/RSE - As part of these lessons, children talk about the perceived differences between boys and girls and look at a selection of objects – are these for girls or boys? Discussion of stereotyping.

Year 4 Spring 2

PSHE/RSHE - Lesson based around likes and dislikes – the overall message is about how you don't have to like and do the same things as everyone else – you can make your own choices.

Year 6 Spring 2

PSHE/RSHE - Lesson around stereotyping based on gender – boys' and girls' toys and jobs. Lesson moves to discussion on headlines that could be stereotypes – including one about a civil partnership.

		<p>PSHE/RSHE - Discussion of gender roles and how these can be stereotyped – debunking myths around girls and boys preferences and abilities and class discussion</p>
 <p>Pregnancy & Maternity</p>	<p>Nursery</p> <p>Reception</p> <p>Reception – Summer</p> <p>Year 1 Summer 1</p> <p>Year 2 Autumn 1</p> <p>Year 3 Autumn 1</p>	<p>Science - Understanding the world The human lifecycle – When I was a baby</p> <p>Science - Understanding the world Discuss pregnancy and young infant care</p> <p>Understanding the world The lifecycle of a butterfly</p> <p>PSHE - To begin to understand the needs of babies and young children.</p> <p>Science – children learn about the life stages of different animals, and this includes the life stages of a human.</p> <p>PSHE - To recognise that stereotypes are present in everyday life (age)</p>

	Year 4 Summer 1	<p>PSHE / RSHE - children discuss the life cycle of a human and how bodies change as we grow up. Initial discussion of the changes that happen when you become a teenager.</p> <p>To know that menstruation happens.</p> <p>To learn about the different stages within a human lifecycle.</p>
	Year 5 Summer 1	<p>Science - Children study the changes as humans reach old age and talk about how the body changes and develop over different life stages. To know why menstruation happens</p> <p>Describe the life process of reproduction in some plants and animals</p>
	Year 6 Summer 1	<p>PSHE/RSHE - To know and understand the correct language for body parts and their function in reproduction.</p> <p>To understand how babies are made through an egg being fertilised by a sperm and how they are born.</p>