



## Protected Characteristics in the Stanley Crook Primary Curriculum

### EYFS and Key Stage 1

Age	Disability	Gender Reassignment	Marriage/Civil Partnership	Pregnancy and Maternity	Race	Religion and Belief	Sex	Sexual Orientation	All/Most
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Subject	EYFS (Reception)	Year 1	Year 2
PSHE strands	<p><b>Being me in my world</b> I understand why it is good to be kind and use gentle hands</p> <p><b>Celebrating difference</b> I know which words to use to stand up for myself when someone says or does something unkind</p> <p><b>Dreams and goals</b> I can use kind words to encourage people. I understand the link between what I learn now and the job I might like to do when I'm older</p> <p><b>Healthy Me</b> I know what a stranger is and how to stay safe if a stranger approaches me</p> <p><b>Relationships</b> I am starting to understand the impact of unkind words. I can use Calm Me time to manage my feelings</p> <p><b>Changing me</b> I can name parts of the body including 'private parts'.</p>	<p><b>Being me in my world</b> I can explain and show how to make others and ourselves feel safe and happy.</p> <p><b>Celebrating difference</b> I can identify similarities and different between the people in my class.</p> <p>I can explain why being unique is important and respect differences in others. I know strategies to help others.</p> <p><b>Dreams and goals</b> I understand how to work well with others. I can identify how to overcome problems that myself or my friends may find challenging.</p> <p><b>Healthy Me</b> I recognise when I feel frightened and know who to ask for help. I know I am special and can keep myself safe.</p> <p><b>Relationships</b> I recognise safe and happy relationships. I understand there are differences between relationships and families. I know who can help in my school community.</p> <p><b>Changing me</b> I can use the correct names for body parts including 'private parts'. I understand how our body parts make us different from one another.</p>	<p><b>Being me in my world</b> Explain the school rules and how the rules help to keep everybody safe.</p> <p><b>Celebrating difference</b> Identify some of the physical and non-physical differences and similarities between people; Know and use words and phrases that show respect for other people. Understand that bullying is sometimes about difference. Recognise and explain how a person's behaviour can affect other people (anti-bullying and cyber bullying). <i>Dreams and goals</i> Explain how it feels to be part of a group; Explain how it feels to be left out from a group and suggest and use strategies for helping someone who is feeling left out; Identify groups they are part of;</p> <p><b>Healthy Me</b> I can compare my own and my friend's choices. I can explain how it feels to make healthy choices. <i>Relationships</i> Recognise and describe acts of kindness and unkindness; Explain how these impact on other people's feelings; Suggest kind words and actions they can show to others; Understand and explain some of the reasons why different people are bullied;</p> <p><b>Changing me</b> Explore why people have stereotypes and understand what this is. Exploring books linked to diversity.</p>
RE	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.	Recognise differences in symbols and beliefs between different faiths and communities.	Discuss different symbols and actions, which express a community's way of life, appreciating some similarities between communities.

	<i>Parent visits to share what religions and beliefs are celebrated at home.</i>	<p>Recognise special places and objects and their significance within a community.</p> <p>Understand that what matters to others may be different to what matters to me.</p> <p>To ask and respond to questions about what communities do and why.</p> <p>Recognise different celebrations and festivals, which take place across different faiths.</p>	<p>Discuss different beliefs and practices, including festivals, worship and ways of life, in order to find out the meanings behind them.</p> <p>Retell and suggest meanings to some stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come from.</p> <p>Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.</p> <p>Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.</p> <p>Notice and respond sensitively to some similarities between different religions and worldviews.</p> <p>Gain and deploy the skills needed to engage seriously with religions and worldviews.</p> <p>Find out about and respond with ideas to examples of cooperation between people who are different.</p>
<b>History</b>	<p><i>I know about the past through settings, characters and events encountered in books read in class and storytelling</i></p> <p><i>REC - Link to Mary Anning and that many people believe that there were 'men's jobs' and 'women's jobs'. I know &amp; talk about key events in my life, e.g. birthdays, weddings, Eid etc...</i></p>	<p><u>Space</u></p> <p>To recognise and celebrate the achievements of significant individuals from the past and present.</p> <p>Space: Significant individuals:</p> <p>Tim Peake</p> <p>Neil Armstrong Mae Jemison</p> <p>Children learn that:</p> <p>Mae Jemison fought gender prejudice due to her interest in Science.</p> <p>That being an astronaut was seen as a 'man's job' and there was a lack of female astronauts for Apollo missions.</p> <p><i>She was the first African American woman in Space in 1992</i></p>	<p>Significant individuals – Florence Nightingale and <b>Mary Seacole</b>, discussing issues of discrimination based on race/and or gender over time.</p>
<b>Science</b>		STEM person of the week	STEM person of the week
<b>Geography</b>		<p><u>Place knowledge</u></p> <p>Understand similarities and differences through studying the human and physical geography of a small area if the UK and a contrasting non-European country.</p>	

<b>English/ Quality texts</b>	<i>Susan Laughs by Jeanne Willis and Tony Ross</i> <i>Perfectly Norman by Tom Percival</i> <i>Julian is a Mermaid by Jessica Love</i> <i>Amazing Grace by Mary Hoffman</i> <i>All Are Welcome by Alexandra Penfold</i> <i>The Great Big Book Of Families by Mary Heffman</i> It's <i>Okay To Be Different by Todd Parr</i> <i>Tango Makes Three by Justin Richardson and Peter Parnell</i>	Rocket Looks Up by Nathan Bryon – story linked to space topic. Books about Toys – gender stereotype It's Okay To Be Different by Todd Parr.  Stories and poems from other cultures.  Whole class stories (shared and guided reading)	Exploring books about diversity – linked with Derby Children's Book Festival. Whole class shared reading.
	<i>My Hair by Hannah Lee</i>		
<b>Art</b>		Significant individuals – Paul Klee Vincent Van Gough	Significant individuals – Paul Klee, Wassily Kandinsky and Michelle Hughes
<b>Year group events</b>	Theme Days/Weeks for: -Eid -Diwali -Chinese New Year -Hannukah -Christmas -Holi -Vaisakhi -Easter -Bonfire Night -Remembrance Day	Christmas and Easter assemblies. Using Makaton symbols in songs Theme Days/Weeks for: -Eid -Christmas -Easter -Bonfire Night -Remembrance Day	Christmas and Vaisakhi assemblies Theme Days/Weeks for/lessons: -Eid -Diwali -Chinese New Year -Hannukah -Christmas -Holi -Vaisakhi -Easter -Bonfire Night -Remembrance Day
<b>Whole school events</b>	World Religion Day Safer Internet Day Makaton symbols.	World Religion Day Safer Internet Day Makaton symbols.	World Religion Day Safer Internet Day Makaton symbols.

**Note to teachers: When delivering any of the above lessons, teachers should draw attention to, and reiterate, that it is illegal to discriminate against anyone based on the protected characteristics set out above. This explanation should be given using language and ideas appropriate to the age and language needs of the class.**