



Protected Characteristics in the Griffe Field Primary Curriculum

Subject	Year 5	Year 6
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<p>PHSE</p>	<p><u>Celebrating Differences –</u> I understand that cultural differences sometimes cause conflict. I understand what racism is. I understand how rumour spreading and name-calling can be bullying behaviours. I can explain the difference between direct and indirect bullying. <u>Dreams and Goals –</u> I know about a range of jobs carried out by people and understand how salaries can vary dependent on the type of job. (challenged gender stereotypes) <u>Relationships –</u> I have an accurate picture of who I am as a person in terms of characteristics and personal qualities. I understand that belonging to an online community can have positive and negative consequences. (Challenge discrimination) <u>Changing Me –</u> I can explain how boys and girls bodies change during puberty and understand the importance of looking after yourself physically and emotionally. I can identify what I am looking forward to about becoming a teenager and understanding this brings growing responsibility. (An awareness of mutual respect and tolerance)</p>	<p><u>British Values:</u> Rules of Law/ Democracy/ Mutual Respect and Tolerance/ Individual Liberty.</p> <p><u>Anti-bullying</u> Consider how a bystander can respond to someone being rude, offensive or bullying someone else.</p> <p><u>Jigsaw Scheme Being Me</u></p> <ul style="list-style-type: none"> I know that there are universal rights for all children but for many children these rights are not met. (piece 2) I understand my own wants and needs and compare these with children in different communities. (piece 3) I understand how an individual's behaviour can impact on a group. (piece 5) <p><u>Celebrating Difference</u></p> <ul style="list-style-type: none"> I understand there are different perceptions of what normal means. Understand and explain the term 'prejudice' and 'discrimination'. I understand how being different could affect someone's life. (piece 2) I can give examples of people with disabilities who lead amazing lives. (piece 5) I can explain ways in which difference can be a source of conflict and a cause for celebration (piece 6) Define what is meant by the term 'stereotype'. Recognise how the media can sometimes reinforce gender stereotypes. <p><u>Changing Me</u></p> <ul style="list-style-type: none"> I can describe how a baby develops from conception through the nine months of pregnancy and how it is born. (piece 3)
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Year 5 and 6

Age	Disability	Gender Reassignment	Marriage/Civil Partnership	Pregnancy and Maternity	Race	Religion and Belief	Sex	Sexual Orientation	All/Most
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RE	<p><u>What would Jesus do? Can we live by the values of Jesus today?</u> Make connections between Jesus' teachings and the way Christians live today.</p> <p>Express their own understanding of what Jesus would do in relations to a moral dilemma from the world today.</p> <p><u>What does it mean to be a Muslim in Britain today?</u></p> <p>I can describe the five pillars of Islam.</p> <p>Identify three reasons why the holy Quran is important to Muslims and how it makes a difference to how they live.</p> <p>Make connections between Muslim practices and their beliefs about God and the prophet Muhammad (PBUH).</p>	<ul style="list-style-type: none"> Identify and celebrate the different groups that make up our school and wider community. Children have the opportunity to share important beliefs and traditions linked to their own religions. Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this. <p><u>If God is Everywhere, why go to a place of worship?</u></p> <ul style="list-style-type: none"> Make connections between how believers feel about places of worship and different traditions. Select and describe the most important functions of a place of worship for the community. Give examples of how places of worship support believers in difficult times, explaining why this matters to believers. Present ideas about the importance of people in a place of worship rather than the place itself. <p><u>Why do some people believe God exists?</u></p> <ul style="list-style-type: none"> Define the terms theist, atheist, agnostic and give examples of statements that reflect these beliefs. Give two reasons why a Christian believes in God and one why an atheist does not. Give examples of ways in which believing in God is valuable for people of different faiths and ways it can be challenging. Present different views on why people believe in God or not, including their own ideas. <p><u>What matters most to Christians and Humanist?</u></p> <ul style="list-style-type: none"> Describe Christian and Humanist values simply. Express their own ideas about some big moral concepts, such as fairness or honesty and how different faiths approach these concepts. <p>Suggest reasons why it might be helpful to follow a moral code and why it might be difficult.</p>

English	<p>Become familiar with a range of books from other cultures and traditions.</p> <p>Identify the effect of the context on a text</p> <p>Give a personal viewpoint based on what has been read. Present the author's viewpoint on a text</p>	<p><u>Guided Reading</u> (linked to texts)</p> <p>□ Develop an understanding of discrimination and its injustice and describe this using examples from the text.</p> <p><u>Biographies</u></p> <p>Read a variety of biographies linked to influential people (Olympians/ Paralympians).</p>
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	<p>Divers Daughter – Patrice Lawrence ((Diversity in a historical (Tudor) context))</p> <p>Village that Vanished – Ann Grifalconi</p> <p>Outlaw – Michael Morpurgo – challenging and discussion about disability discrimination.</p>	
Science	<p>(Biology) Find out about the work of animal behaviourists – Jane Goodall and Sir David Attenborough</p> <p>(Chemistry) Study the chemists and how they create new materials. (Ruth Benerito)</p> <p>Also – discussion throughout the year relating to #challenge stereotypes STEM person of the week.</p>	
Geography		<p><u>Brazil</u></p> <ul style="list-style-type: none"> • Describe the lives of the rich and poor living in Rio de Janeiro and discrimination they face. • Empathise with the lives of tribes living in the rainforest, exploring threats and challenges they face.

History		<p><u>World War II</u> A study of an aspect or theme that extends pupils' knowledge beyond 1066.</p> <ul style="list-style-type: none"> • Holocaust victims were people targeted by the government of Nazi Germany based on their ethnicity, religion, political beliefs, disabilities or sexual orientation. • During the Holocaust, approximately 6 million Jews and half a million Roma people were killed because of their nationality. • Explore the role of women during the War and how perceptions changed following this. <p><u>Derby Project</u> Celebrating the diversity of the City of Derby.</p>
Assemblies	Eid Assembly	Empathise with people who have been, and currently are, subjected to injustice, including through racisms (e.g. Rosa Parks, Martin Luther King) British Values: Rule of Law/ Democracy/ Mutual Respect and Tolerance/ Individual Liberty.
Year group events		Chinese New Year Workshop/ Chinese New Year Assembly– learning about the celebration
		Children in Need Assembly Rolls Royce Day (female/male engineers) Challenging gender stereotypes webinar (Primary Futures)
Whole school events	RE theme week/World religion Day	

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.