



Protected Characteristics in the Stanley Crook Primary Curriculum

Years 3 and 4

| Age | Disability | Gender Reassignment | Marriage/Civil Partnership | Pregnancy and Maternity | Race | Religion and Belief | Sex | Sexual Orientation | All/Most |
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| Subject | Year 3 | Year 4 |
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| PSHE | <p>Understand that my action affect me and others.</p> <p>Online safety.</p> <p>Recognise there are many types of family.</p> <p>Understand what is meant by same sex relationships.</p> <p>Give examples of respectful language.</p> <p>Stereotypical ideas that I have about family and roles.</p> <p>Recognise the factors that make people similar to or different from each other.</p> <p>Understand and explain some of the reasons why different people are bullied.</p> <p>Explore why prejudice views and understand why this is.</p> <p>People over-coming challenges.</p> | <p>I know my actions and attitudes make a difference to the class team.</p> <p>I understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them.</p> <p>I understand that sometimes we make assumptions based on what people look like.</p> <p>I know that sometimes bullying is hard to spot and I know what to do if I think it is going on.</p> <p>I can identify what is special about me and value the ways in which I am unique. I understand what having a boyfriend/girlfriend might mean and that is a special relationship for when I am older.</p> |

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| RE | <p>Focus teaching on Christianity, Sikhism and Hinduism.</p> <p>Visit Mandir and Gurdwara to compare different community's way of life, appreciating these differences.</p> <p>Observe different ways of expressing identity.</p> <p>To comment on and respect the values of different religions, races and communities.</p> <p>Allow all children to have opportunities to share their own cultural experiences.</p> | <p>Present their own ideas about the most important attitudes and values to have today, making links with Christian values.</p> <p>Suggest some ideas about good ways to treat others, arising from their learning.</p> <p>Make connections between some of Jesus' teaching and the way Christians live today.</p> <p>Identify at least two ways Christians use the bible in everyday life</p> <p>Discuss their own and others' ideas about why humans do bad things and how people try to put things right</p> <p>Recall and name some of the ways Christians and Jews mark milestones of commitment (including baptism, bat and bar mitzvah, and weddings – wedding ceremonies from other religions also touched on)</p> <p>Suggest reasons why marking the milestones of life are important to Christians and Jewish people.</p> |
| | | <p>Link up some questions and answers about how believers show commitment with their own ideas about community, belonging and belief.</p> <p>Give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions.</p> <p>Discuss their own and others' ideas about how people decide right and wrong.</p> <p>Explain some similarities and differences between the codes for living used by Christians and the followers of at least one other religion or non-religious belief system.</p> |
| SCIENCE | <p>Understand that children of a certain age are not always the same height. Children develop at different ages.</p> <p>In humans, diet can be a choice as humans are naturally omnivorous but can opt for different lifestyle choices.</p> | <p>Sound - link to differences in hearing</p> |
| HISTORY | <p>Greeks-democracy/gender roles</p> <p>Roles in Olympics Games=gender</p> <p>Educational provision for girls and boys.</p> | <p>Diversity of The Roman Empire and society/social status – with links to society to today – not in yet but can be included during lessons on roman society</p> <p>Gender stereotypes – Boudicca</p> |
| GEOGRAPHY & DT | <p>Traditional Indian food can be cooked and eaten by anyone; Indian people do not just eat traditional Indian food.</p> <p>Not all Indian people live in shanty towns; indeed that there are places of great affluence in India.</p> | <p>London-City vibrant with many different cultures.</p> |
| MFL | <p>To respect foreign language – even if they sound unusual.</p> | <p>To respect foreign language – celebrate.</p> |

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| Assemblies | Diwali Assembly | Makaton signing Religious festivals Harvest around the world |
| Year group events | | |
| Whole school events | Sign language – word of the week. Odd socks day – anti bullying, celebrating difference. | Book week RE week |

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.