Equality and Protected Characteristics:

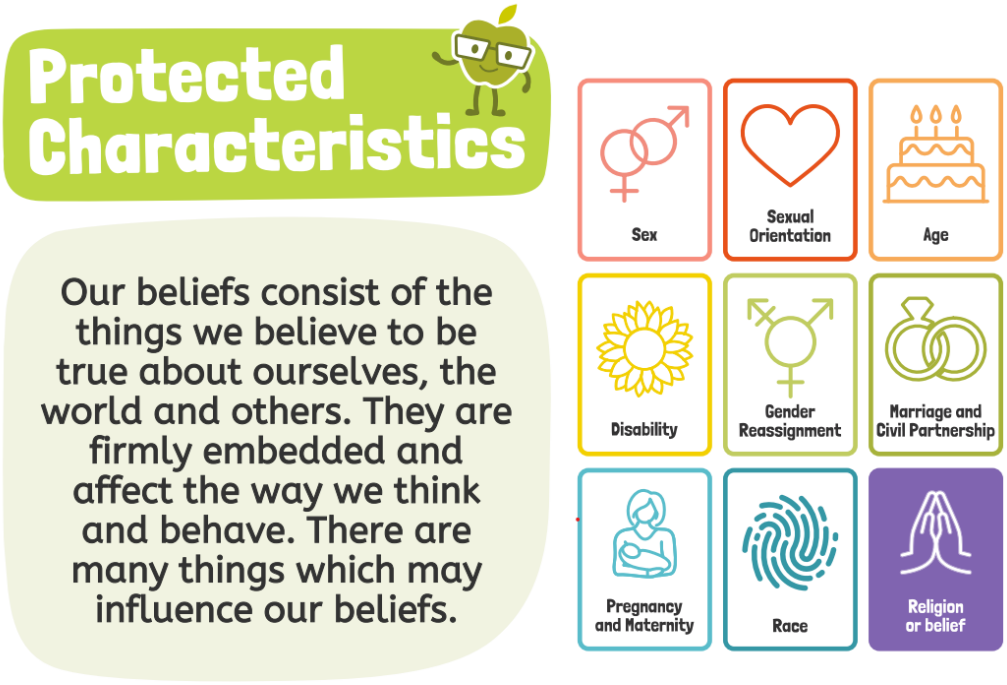
At Parish:

By the end of Key Stage 2, pupils will understand that the nine protected characteristics are safeguarded by law and that everyone should be treated with dignity, respect, fairness and kindness. This understanding will be developed through the school's Christian vision, RE curriculum, RSHE curriculum, collective worship, British Values, Picture News, diverse literature, pupil leadership opportunities and wider personal development programme.

Under the Equality Act, we also make a commitment that pupils, staff and visitors are protected from discrimination when they are at Paris. This is summarised by Our Equality Charter (created by the School Council).



Understanding the Protected Characteristics:



The 9 Protected Characteristics are actively promoted in school through:

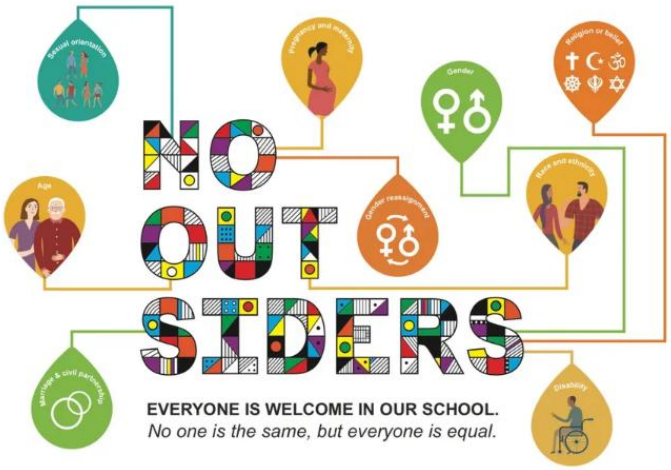
- Our school vision, SIP, and SEF
- Our 12 school core values
- Our Rainbow Curriculum
- Our Rainbow Promises
- Our school's Behaviour Policy including The Parish Way
- Conscious role modelling by all adults in the school community
- Active engagement and communication with parents and carers
- Celebration Worship, Days and Weeks within our Personal Development Offer
- British Values, SMSC and Equality and Diversity throughout our curriculum design
- The active participation of the School Council
- Personal, Social, Health and Economic education (Parish Spirit) sessions - including the use MyHappyMind Plus and No Outsiders schemes

- Religious Education (RE) lessons, RSE lessons
- Sporting, Art and Cultural Events
- Enrichment Opportunities e.g. 'Diwali Worskhops', 'Safety Week' etc
- Pupil Voice and Staff Voice
- Our Pots of Gold Experiences
- Real-life learning outside the classroom
- Developing links with local communities
- Extra-curricular activities, after-school clubs and charity work

Embedding Protected Characteristics into the whole ethos of Parish CE Primary School supports our pupils to grow in:

- Self-esteem, self-knowledge and self-confidence
- Respect for democracy and support for participation in the democratic process
- Acceptance of responsibility for their own behaviour
- Respect for their own and other cultures
- Understanding of how they can contribute positively to school and home life and to the lives of those living and working in the locality and further afield
- An understanding of Equality, Human Rights and Protected Characteristics
- An understanding of how citizens can influence decision-making through the democratic process
- An appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety
- An understanding that the freedom to choose and hold other faiths and beliefs is protected in law
- An acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour
- An understanding of the importance of identifying and combating discrimination

Curriculum Delivery Models:



No Outsiders is a program designed to promote inclusion, equality, and diversity in schools. It equips children with the skills to recognise and embrace differences, fostering a sense of community where everyone feels welcome. By teaching about acceptance and respect through age-appropriate resources, such as books and activities, the program helps prepare children for life in a diverse world.

At Parish CE Primary School, we are proud to have adopted the **No Outsiders** program as part of our commitment to creating an inclusive and respectful environment for all. This program will be delivered through our Parish Spirit curriculum and integrated into our assembly program to reinforce its key messages. More on this can be found under the Curriculum page on the website.

myHappymind

At Parish CE Primary School, we are proud to use **myHappymind+** as part of our commitment to nurturing happy, confident and well-rounded children. Through its focus on positive relationships, self-awareness, respect, belonging and understanding emotions, myHappymind+ helps pupils develop the attitudes and values needed to appreciate and celebrate difference.

The programme supports children in recognising that every individual is unique and valued, promoting the principles of equality, inclusion and mutual respect that underpin the protected characteristics. Delivered through our Parish Spirit curriculum, PSHE lessons, collective worship and everyday school life, myHappymind+ helps prepare pupils to thrive in a diverse society where everyone feels welcomed, respected and included.

Our Progression In Protected Characteristics:

EYFS

Protected Characteristic	Pupils will learn
• Age	• People grow and change throughout life.
• Disability	• Some people need extra help and we can all be good friends.
• Race	• Families, appearances and cultures may be different and equally valued.
• Religion or Belief	• People celebrate different faiths and traditions.
• Sex	• Boys and girls can enjoy the same opportunities, interests and ambitions.
• Marriage & Civil Partnership	• Families come in different forms and all loving families are valued.
• Pregnancy & Maternity	• Babies grow in families and need care.
• Sexual Orientation	• Families may have different structures and all families deserve respect.
• Gender Reassignment	• People may express themselves in different ways and everyone deserves kindness and respect.

Key Stage 1 (Years 1-2)

• **Protected Characteristic**	• **Pupils will know and understand**
• Age	• Older and younger people contribute positively to communities.
• Disability	• Disabilities may be visible or invisible and should never limit respect or opportunity.
• Race	• Different cultures enrich Britain and the wider world.
• Religion or Belief	• Christians and people of other faiths may worship in different ways.
• Sex	• Stereotypes about jobs, interests and talents can be challenged.
• Marriage & Civil Partnership	• Commitment, care and love are important in families.
• Pregnancy & Maternity	• Families prepare for and care for babies.
• Sexual Orientation	• Families can look different but share love and belonging.
• Gender Reassignment	• Everyone should feel accepted for who they are.

Lower Key Stage 2 (Years 3-4)

• **Protected Characteristic**	• **Pupils will know and understand**
• Age	• Generational differences can bring different experiences and perspectives.
• Disability	• Barriers can be reduced through inclusion and reasonable adjustments.
• Race	• Racism is unfair and harmful; diversity should be celebrated.
• Religion or Belief	• Britain is a multi-faith society where freedom of belief is protected.
• Sex	• Men and women should have equal opportunities and rights.
• Marriage & Civil Partnership	• Relationships are built on trust, respect and commitment.
• Pregnancy & Maternity	• Communities support families through significant life events.
• Sexual Orientation	• People may form loving relationships in different ways and deserve equal respect.
• Gender Reassignment	• People must not be treated unfairly because of their gender identity.

Upper Key Stage 2 (Years 5-6)

• **Protected Characteristic**	• **Pupils will know and understand**
• Age	• Discrimination based on age is unfair.
• Disability	• Society should remove barriers and promote equal access for all.
• Race	• Individuals have legal protection from racial discrimination under the Equality Act.
• Religion or Belief	• Respect for differing beliefs supports community cohesion.
• Sex	• Equality between males and females is a fundamental right.
• Marriage & Civil Partnership	• Different family structures are protected by law.
• Pregnancy & Maternity	• People must not be discriminated against because of pregnancy or maternity.
• Sexual Orientation	• Individuals should be treated equally regardless of who they love.
• Gender Reassignment	• People are protected from discrimination because of gender reassignment.

By the end of Year 6 pupils will:

- Know all nine protected characteristics.
- Understand that discrimination is unlawful.
- Explain how equality, dignity and respect reflect Christian values.
- Recognise prejudice, stereotyping and discrimination.
- Demonstrate how they can challenge prejudice respectfully and safely.
- Understand how British Values and the Equality Act support an inclusive society.

DfE Requirements and the delivery of Protected Characteristics

DfE Requirement	What this Means in Practice at Parish	Evidence Sources
Schools must comply with the Equality Act 2010.	All pupils are treated fairly and protected from discrimination, harassment or victimisation.	Equality Policy, Behaviour Policy, Accessibility Plan
Schools must not unlawfully discriminate against pupils because of a protected characteristic.	Staff challenge discriminatory language, prejudice and stereotypes.	Behaviour logs, CPOMS records, pupil voice
Schools must make reasonable adjustments for pupils with disabilities.	Adaptive teaching and SEND provision ensure pupils access the curriculum successfully.	SEND reviews, provision maps, learning walks
Relationships Education must be accessible to all pupils, including those with SEND.	Lessons are adapted to meet different needs and levels of understanding.	RSHE planning, SEND adaptations
Curriculum planning should ensure pupils develop age-appropriate understanding of protected characteristics throughout their time in school.	Progressive teaching from EYFS to Year 6 through RE, RSHE, worship, Picture News and literature.	Progression map, curriculum plans
Teaching should reflect the law, including equality legislation.	Pupils learn that discrimination is wrong and that people have legal protections.	RSHE lessons, British Values evidence
Schools should promote respect for different types of families.	Children learn that families are diverse and that all families deserve respect and dignity.	RSHE curriculum, story texts
Schools should ensure teaching is appropriate to pupils' age and religious background.	Protected characteristics are taught in ways that reflect the Christian ethos of the school and pupils' developmental stage.	RE, RSHE and worship plans

Schools should work closely with parents and be transparent about curriculum content.	Parents have access to policies and curriculum information and can discuss learning with school leaders.	Website, newsletters, parent meetings
Schools should promote equality and respect for all groups within society.	Diversity, inclusion and belonging are embedded across school life.	Assemblies, displays, enrichment opportunities
Schools should actively prevent bullying and prejudice-based bullying.	Any incidents involving racism, homophobia, sexism or disability discrimination are recorded and addressed.	Behaviour records, safeguarding records
Schools should provide opportunities for pupils to understand different beliefs, cultures and communities.	World faith learning, visitors, educational visits and community partnerships broaden pupils' understanding.	RE evidence, enrichment records
Schools should prepare pupils for life in modern Britain.	Pupils develop respect, tolerance, empathy and understanding of diversity within British society. This is reviewed as part of our Personal Development Offer.	British Values evidence, pupil voice
Schools should identify and remove barriers faced by pupils who share protected characteristics.	Leaders monitor participation, attendance, behaviour, achievement and wellbeing of different groups.	School improvement monitoring, governor reports
Schools should promote a culture where all pupils feel included, safe and valued.	Protected characteristics are embedded through curriculum, worship, relationships and everyday interactions.	Learning walks, pupil interviews, stakeholder surveys