

### Protected Characteristics in Pitmaston Primary School's Curriculum

Age	Disability	Race	Sex	Sexual Orientation	Religion and Belief	Gender Reassignment	Pregnancy and Maternity	Marriage/Civil partnership	Equality and Diversity
Subject	EYFS		Year 1		Year 2		Year 3		
PSHE	Celebrating Difference- know that families can be different		Celebrating Difference- know what bullying means, know that people are unique, celebrating differences in everyone Relationships- know that everyone's family is different, know that families are founded on belonging, love and care		Celebrating Difference- know that some people get bullied because of a difference. Know there are stereotypes about boys and girls and that is OK not to conform to gender stereotypes, recognise they shouldn't judge someone because they are different		Celebrating Difference-recognise how words can be hurtful, know that everybody's family is different Relationships- know that gender stereotypes can be unfair, know that the lives of children around the world can be different from their own, know that they and all children have rights (UNCRC)		

Subject	Year 4	Year 5	Year 6
PSHE	Being Me in My World- knowing about the lives of children in other parts of the world Celebrating Difference- know that sometimes people make assumptions about a person because of the way they look	Being Me in My World- empathy for people whose lives are different from their own Celebrating Difference- know what racism is and why it is unacceptable, know what culture means, know that differences in culture can sometimes be a source of conflict Dreams and Goals- know that young people from different cultures may have different dreams and goals Changing Me- know what perception means and that perceptions can be right or wrong	Celebrating Difference- know that there are different perceptions of being 'normal' and where these might come from, know that difference can be a source of celebration as well as conflict, identify feelings associated with being excluded, know why some people choose to bully others, know that people with disabilities can lead amazing lives

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RE	Understanding of the World- recognise some environments that are different to the one in which they live, understand that some places are special, recognise some similarities and differences between life in this country and life in other countries.		Christianity- give examples of ways in which people express their identity and belonging within faith communities, responding sensitively to differences.		Recognise there are special places where people go to worship, and talk about what people do there. Talk about why some people like to belong to a sacred building or a community. Give an example of how people show that they care for others and why it matters.		Offer suggestions about the meaning and importance of ceremonies of commitment for religious and non-religious people today. Make links between the Muslim idea of living in harmony with the Creator and the need for all people to live in harmony with each other in the world today. Identify some differences in how people put their beliefs into action. Raise questions about why the world is not always a good place and suggest ways to make it better.		

Subject	Year 4	Year 5	Year 6
RE	Identify different ways that Hindus show their faith within their families in Britain today. Make links between the beliefs about God and how Hindus live, sharing similarities between Christians and Hindus. Describe how Jews show their beliefs through worship in festivals, at home and in communities.	Identify and explain Muslim beliefs about God and how they put their beliefs into practice in different ways. Show how Christians put their beliefs into practice in different ways. Give evidence and examples to show how Jewish people put their beliefs into practice. Make clear connections between Christians and Humanist ideas about being good and how people live. Reflect and articulate what it is like to be a Muslim in Britain today.	Identify and explain what religious and non-religious people believe about God, saying where they get their ideas from. Describe at least three examples of ways in which religions guide people in how to respond to good and hard times in life. Give examples of reasons why people do or do not believe in God. Articulate their own responses to the idea of the importance of love and service in the world today. Reflect on and articulate some ways in which believing in God is valuable in the lives of believers, and ways it can be challenging. Consider and weigh up different views on theism, agnosticism and atheism, expressing insights of their own about why people believe in God or not.

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<b>History</b>	Make connections between the features of their families and other families. Talk about the lives of the people around them and their roles in society.	What does it take to be a great explorer? Know why the accomplishments of Amy Johnson can be considered remarkable given the role of women in society at the time Give an account of her accomplishments.			Power of Protest! Know that Rosa Parks was an Activist in the American Civil Right Movement who took part in the Montgomery bus boycott in 1955. Know that Malala Yousafzai is a Pakistani children’s education activist who became the youngest person ever to win the Nobel Peace prize. Know what the Women’s Suffragette Movement was and how it affected the lives of women in nineteenth and twentieth century Britain. Know who Emmeline Pankhurst was and why she was a significant individual and how she contributed to the lives of Women in Great Britain.			Know the Ancient Egyptians beliefs about the afterlife and their religious influences. Know the names of some of the Ancient Egyptian Gods and Goddesses and what they represented. Know how their beliefs influenced their behaviour and rituals.	
<b>Subject</b>	<b>Year 4</b>			<b>Year 5</b>			<b>Year 6</b>		
<b>History</b>	Know and be able to describe the modern-day countries of Europe and North Africa which formed part of the Roman Empire prior to the invasion of Britain by Emperor Claudius. Know that the Anglo-Saxons influenced the people of Britain to become Christians			Know why religion was so important to the Ancient Greeks. Know that the Greeks continue to influence us today and how, including their influence of democracy. Know what Anthony Ashley Cooper did to improve the living and working conditions and expectations on children including The Mines Act.			Identify, describe and provide reasons to explain the occupations of modern day Maya people. Know and explain the Maya ball game, pok-a-tok, and its many religious and social importance. Draw on prior learning to describe the positive and negative impact of the British Empire.		

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<b>Geography</b>	Children will learn the similarities and differences in the human and physical features of locations within the UK and beyond including Worcester, London, Sydney, St Lucia. They will learn about how the climate and location influences diet and occupation and economic activity in the area.								
<b>Subject</b>	<b>Year 4</b>			<b>Year 5</b>			<b>Year 6</b>		
<b>Geography</b>	Children will learn the similarities and differences in the human and physical features of locations across the world including Brazil, South Africa and Egypt. They will learn how the physical features of the land impact on human life in different parts of the world, including the effects of flooding and global warning on river levels and what this means for people's lives and their settlements.								
<b>Music</b>	There is a whole school focus on a <i>Musician of the Month</i> and this ensures that there is an appreciation, understanding and love of a diverse range of Music and different traditions from great composers and musicians. These musicians are chosen to celebrate diversity, representing a balance of gender, race, culture and those who have disabilities. They include Andrea Bocelli, Ella Fitzgerald and Bob Marley.								
<b>Art and Design</b>	Through exploration of the work of artists, designers and craft makers from diverse backgrounds, a range of cultures and time periods, children further build on our school core values of respect and empathy as well as the historical and cultural development of their art forms. Artists include Sonia Boyce, Alma Thomas, Stephen Wiltshire and Keith Haring.								
<b>Design and Technology</b>	Throughout the Design Technology topics, children will learn about designers and inventors both historical and from modern day, that have helped shaped the world. These designers have been chosen to celebrate diverse backgrounds and include the architect Zaha Hadid, the first female to be awarded the Pritzker Architecture Award, Marie Van Britten Brown an African American who invested the first closed circuit television security system and British Bake Off winner Nadiya Hussain.								
<b>Science</b>	As a way to motivate and inspire our children, they will learn about the work of key scientists who have led the way in the world of Science. These figures represent people from a range of diverse backgrounds and include and balance of male and female scientists as well as those from different ethnicities; Mae Jemison (engineer and NASA astronaut), Alhazen (law of reflection) and Nazneen Rahman (Professor of human genetics).								

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Monthly assemblies for the EYFS, KS1 and KS2 have a focus on teaching children about the Protected Characteristics in order to support them live alongside and respect a diverse range of people. Children at Pitmaston know that it is against the law to discriminate against people who share these characteristics. The teaching of Protected Characteristics links well to our Pitmaston Character Values curriculum and our British Values curriculum.

