

Protected Characteristics in the Loscoe C of E Primary School Curriculum

<b>Age</b> *	<b>Disability</b> *	<b>Gender Reassignment</b> *	<b>Marriage/ Civil Partnership</b> *	<b>Pregnancy and Maternity</b> *	<b>Race</b> *	<b>Religion and belief</b> *	<b>Sex</b> *	<b>Sexual orientation</b> *
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Subject	EYFS 2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
PSHE		<p>To begin to understand the needs of babies and young children. *</p> <p>To begin to understand what is meant by a stereotype * *</p> <p>To understand that families look after us *</p> <p>To begin to recognise ways in which we are the same and different to other people. * *</p>	<p>To begin to understand the range of families they may encounter now and in the future. *</p> <p>To develop an understanding of stereotypes and how these might affect job/career choices. *</p> <p>To begin to understand the concept of privacy and the correct vocabulary for body parts. * *</p> <p>To understand safe and unsafe touches.</p>	<p>To begin to understand the differences between people and why it is important to respect these differences. * * *</p> <p>To recognise that stereotypes are present in everyday life. *</p> <p>To recognise that stereotypes exist based on a number of factors. *</p> <p>To begin to understand how democracy works in the local area.</p>	<p>To explore stereotypes in fictional characters and think about how these might influence us. *</p> <p>To recognise that stereotypes can relate to a number of factors. *</p> <p>To begin to understand that families are very varied, in this country and across the world. *</p> <p>To understand the value of diversity in a community.</p>	<p>To understand the concept of marriage. *</p> <p>To recognise how attitudes to gender have changed over time. * * *</p> <p>To explore the impact of stereotypes and how they can lead to discrimination. * * *</p> <p>To understand that stereotypes can exist in the workplace but they should not affect people's career aspirations. * * * *</p>	<p>To explore other people's attitudes and ideas and to begin to challenge these. * *</p> <p>To understand stereotypes and be able to share information on them. * * * * *</p> <p>To understand what factors contribute to identity. * * * * *</p> <p>To understand that the media manipulates images. * * * * *</p>

			<p>**</p> <p>To recognise similarities and differences between people in the local community.</p> <p>**</p>	<p>*</p> <p>To understand that there are stereotypes in the workplace and these should not limit people's career aspirations.</p> <p>*</p>	<p>* **</p> <p>To understand that people's decisions about their careers can be influenced by a variety of things.</p> <p>*</p>		<p>To understand the changes that happen during puberty.</p> <p>**</p> <p>To understand the biology of conception.</p> <p>*</p> <p>To understand the development of the baby during pregnancy.</p> <p>*</p>
RE	<p>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</p>	<p>Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.</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>Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance.</p> <p>Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.</p> <p>Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning. Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.</p> <p>Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives</p> <p>Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews.</p>			

		Find out about and respond with ideas to examples of cooperation between people who are different.	Gain and deploy the skills needed to engage seriously with religions and worldviews. Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect.
Driver topics per Class	<p><b><u>Year 1</u></b></p> <p>Childhood * * *</p> <p>Bright Lights Big City</p> <p>School days * *</p> <hr/> <p><b><u>Year 2</u></b></p> <p>Movers and shakers * *</p> <p>Coastline</p> <p>Magnificent Monarchs * * *</p> <hr/> <p><b><u>Year 3 and 4</u></b></p> <p>Through the ages *</p> <p>Rocks, Relics and Rumbles</p> <p>Emperors and Empires * * * *</p> <hr/> <p><b><u>Year 5 and 6</u></b></p> <p>Dynamic Dynasties * * * *</p> <p>Sow, Grow and Farm</p> <p>Groundbreaking Greeks, Gods and Mortals * * * * *</p>		

Discrete whole school days/events	<p>Term 1:</p> <p>Friday 11th November - Armistice Day * * *</p> <p>October - Black History Month *</p> <p><i>14th-18th November - Anti-bullying Week</i></p>	<p>Term 2:</p> <p>7th February - Safer Internet Day 10th February - International Women in Science Day *</p> <p>17th February - Random Acts of Kindness</p> <p>March - Women's History Month *</p> <p>March - British Science Week</p> <p>2nd April - World Autism Awareness Day *</p>	<p>Term 3:</p> <p>June - PRIDE Month * *</p> <p><i>27th June - 1st July - World Wellbeing Week</i></p> <p>23rd June - International Women in Engineering Day *</p>
Assemblies and house team days	<p>Term 1: British Values- Democracy Gender stereotypes</p>	<p>Term 2: Disability awareness</p>	<p>Term 3:</p>