



How we teach about the Protected Characteristics at Lady Bay Primary School

The Lady Bay Way

Through the Lady Bay Way, we foster an inclusive environment where every person is respected.

Our school motto, *"Growing together: caring for ourselves, each other and the environment"* aligns closely with our commitment to promoting Protected Characteristics. This motto reflects our belief that every individual should feel proud of who they are, valued within our school community, and connected to the wider community.

By embracing this motto, we ensure that our pupils learn the importance of self-worth, respect for others, and a sense of belonging, which are fundamental to our approach to promoting the Protected Characteristics.

Our approach to promoting the Protected Characteristics outlined in the Equality Act, 2010 is woven into all aspects of school life, ensuring our pupils learn to embrace diversity and treat everyone with kindness and understanding. Our school rules are simple; be safe, be kind, be ready.

Creating a Culture of Respect

Respect is at the heart of a thriving school community. Through our curriculum, assemblies, and daily interactions, we teach children the importance of celebrating differences, challenging stereotypes, and recognising the value of each individual. We actively promote the nine Protected Characteristics: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex (gender), and sexual orientation (relationships).

Embedding Inclusion in Our Curriculum

Our curriculum is thoughtfully designed to explore different cultures, histories, and identities, giving pupils opportunities to learn about and reflect on the diversity of the world around them. We discuss topics such as equality, fairness, and empathy, helping our pupils understand the importance of inclusion. Literature and history lessons are enriched with diverse stories and accounts, encouraging children to think deeply about the lives of others. Teaching and learning about Protected Characteristics is fully integrated into our RHE lessons. We follow the Jigsaw scheme which promotes the Protected Characteristics in a child-centred way through 'Puzzle Pieces'. The Puzzle Piece 'Celebrating Difference' focuses on similarities and differences and teaches about diversity, such as disability, racism, power,

friendships, and conflict; children learn to accept everyone's right to 'difference', and most year groups explore the concept of 'normal'; bullying – what it is and what it isn't, including cyber and homophobic bullying. The 'Relationships' Puzzle also has a wide focus, looking at diverse topics such as families, friendships, pets and animals, and love and loss – all of which can help to deliver the vital messages behind the Equalities Act. A vital part of this Puzzle is about safeguarding and keeping children safe; this links to cyber safety and social networking, as well as attraction and assertiveness; children learn how to deal with conflict, their own strengths and self-esteem. They have the chance to explore roles and responsibilities in families, and look at stereotypes. All Jigsaw lessons are delivered in an age- and stage-appropriate way.

We believe that in-depth opportunities to explore the knowledge and attitudes associated with the Protected Characteristics will help our children develop an appreciation of them. Although numerous lessons relate to equality and inclusion, the grid below outline the main Jigsaw lessons which provide this greater depth learning to the relevant Protected Characteristics.

Protected characteristics	What this refers to	Links to Jigsaw 3-11
Age	Where this is referred to, it refers to a person belonging to a particular age (for example, 32-year-olds) or range of ages (for example, 18- to 30-year-olds).	Celebrating Difference Age 8-9 Piece 1: Judging by Appearance Age 8-9 Piece 2: Understanding Influences Age 10-11 Piece 2: Understanding Difference Ages 10-11 Piece 3: Power Struggles
Gender reassignment	The process of transitioning from one gender to another.	Celebrating Difference Age 6-7 Piece 5: Gender Diversity NB: there is no direct reference to transgender or the concept of transitioning in this lesson. Ages 10-11 Piece 2: Understanding difference NB. In Jigsaw the focus is on accepting all people as unique individuals, not on transitioning itself.
Being married or in a civil partnership	Marriage is no longer restricted to a union between a man and a woman but now includes a marriage between a same-sex couple. Same-sex couples can also have their relationships legally recognised as 'civil partnerships'. Civil partners must not be treated less favourably than married couples (except where permitted by the Equality Act).	Celebrating Difference Ages 7-8 Piece 1: Families Age 10-11 Piece 2: Understanding Difference Relationships Age 5-6 Piece 1: Families Ages 6-7 Piece 1: Families

Being pregnant or on maternity leave	Pregnancy is the condition of being pregnant or expecting a baby. Maternity refers to the period after the birth, and is linked to maternity leave in the employment context. In the non-work context, protection against maternity discrimination is for 26 weeks after giving birth, and this includes treating a woman unfavourably because she is breastfeeding.	Celebrating Difference Ages 3-4/4-5 Piece 3: Families Ages 7-8 Piece 1: Families Age 10-11 Piece 2: Understanding Difference
Disability	A person has a disability if she or he has a physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day-to-day activities.	Celebrating Difference Ages 10-11 Piece 5: Celebrating difference Age 6-7 Piece 4: Standing up for Myself and others Age 8-9 Piece 1: Judging by Appearances Age 8-9 Piece 6: Celebrating Differences: How We Look Age 10-11 Piece 2: Understanding Difference
Race including colour, nationality, ethnic or national origin	Refers to the protected characteristic of Race. It refers to a group of people defined by their race, colour, and nationality (including citizenship) ethnic or national origins.	Celebrating Difference Ages 9-10 Piece 1: Different Cultures Ages 9-10 Piece 2: Racism Age 7-8 Piece : Families Age 10-11 Piece 2: Understanding Difference
Religion, belief or lack of religion/belief	Religion has the meaning usually given to it but belief includes religious and philosophical beliefs including lack of belief (such as Atheism). Generally, a belief should affect your life choices or the way you live for it to be included in the definition.	Celebrating Difference Ages 9-10 Piece 1: Different Cultures Age 10-11 Piece 2: Understanding Difference
Sex	A man or a woman.	Celebrating Difference Ages 6-7 Pieces 1&2: Boys and Girls Age 8-9 Piece 1: Judging by Appearances Age 10-11 Piece 2: Understanding Difference Changing Me Age 7-8 Piece 5: Family Stereotypes
Sexual orientation	Whether a person's sexual attraction is towards their own sex, the opposite sex or to both sexes.	Celebrating Difference Age 6-7 Piece 4: Standing up for Myself and others Age 7-8 Piece 1: Families Age 9-10 Piece 3: Rumours and Name Calling Age 9-10 Piece 4: Types of Bullying Age 10 – 11 Piece 2: Understanding Difference Relationships Age 8- 9 Piece 5: Girlfriends and Boyfriends Changing Me Ages 10-11 Piece 4: Boyfriends and girlfriends

Assemblies and Celebrations

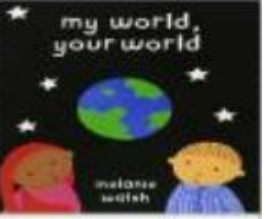
Assemblies play a key role in promoting equality and diversity. Every week, children in Years 1-6 have an assembly with the headteacher or deputy head where protected characteristics are explored in the context of a story, real life contexts or an inspirational visitor. Throughout the year, we hold themed assemblies that celebrate cultural events like Black History Month, autism awareness and International Women's Day. In addition, a member of the teaching staff leads a Picture News Assembly, which relate to the Protected Characteristics and British Values, providing pupils with opportunities to learn about different experiences and appreciate the contributions of all communities to society. Foundation teachers lead class assemblies for children in the Foundation stage, that cover similar themes in an age appropriate way.

These core books below are shared in assemblies through the year to promote the Protected Characteristics.

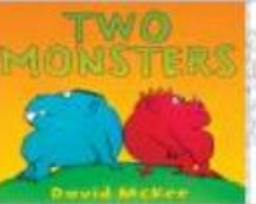
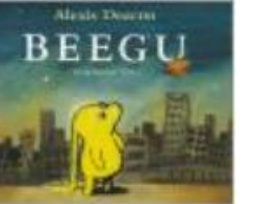
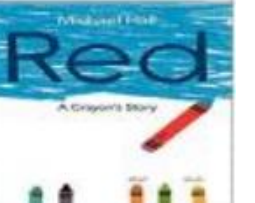
Foundation

				
To say what I think.	To understand that it's OK to like different things.	To make friends with someone different.	To understand that all families are different.	To celebrate my family.

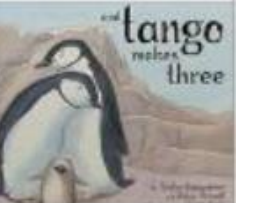
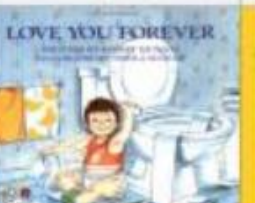
Years 1 and 2

				
To like the way I am.	To play with boys and girls.	To recognise that people are different ages.	To understand our bodies work in different ways.	To understand that we share the world with lots of people.
				
To understand what diversity is.	To understand how we share the world.	To understand what makes someone feel proud.	To feel proud of being different.	To be able to work with everyone in my class.

Years 3 and 4

				
To understand how difference can affect someone.	To understand what 'discrimination' means.	To find a solution to a problem.	Use strategies to help someone who feels different.	To be welcoming.
				
To know when to be assertive.	To understand why people choose to get married.	To overcome language as a barrier.	To ask questions.	To be who you want to be.

Years 5 and 6

				
To learn from our past.	To justify my actions.	To recognise when someone needs help.	To appreciate artistic freedom.	To accept people who are different from me.
				
To promote diversity.	To stand up to discrimination	To challenge causes of racism.	To consider how my life may change as I grow up.	To recognise my freedom.

Supporting Positive Behaviour

We pride ourselves on nurturing a safe, welcoming environment where positive behaviour is encouraged and celebrated. Our behaviour policy reflects our commitment to treating everyone fairly and consistently, with any form of discrimination or bullying being addressed promptly. Pupils are encouraged to 'speak out'—actively supporting their peers and standing against behaviour that contradicts our school values and British Values. Any prejudice is challenged through reflection times.

Student Voice and Participation

We encourage our pupils to play an active role in promoting inclusion across our school. Through our School Council, Curriculum Leaders, Behaviour Leaders and pupil-led initiatives, students are given opportunities to raise awareness of important issues, share their views, and contribute to making our school a place where everyone feels they belong. We teach our children to recognise injustice and empower them to be part of positive change in school and the wider community.

Working with Families and the Community

Building an inclusive school requires partnership with our families and the wider community. We engage parents and carers through meetings, workshops, open days, open evenings, and communications that share our approach to equality and inclusion. By working together, we aim to create an environment that champions the rights and well-being of every child, fostering a sense of belonging for all.

We are committed to ensuring that every child, regardless of their background, identity, or ability, has the opportunity to thrive and succeed. Together, we celebrate our differences and grow stronger as a community.