

Instructions



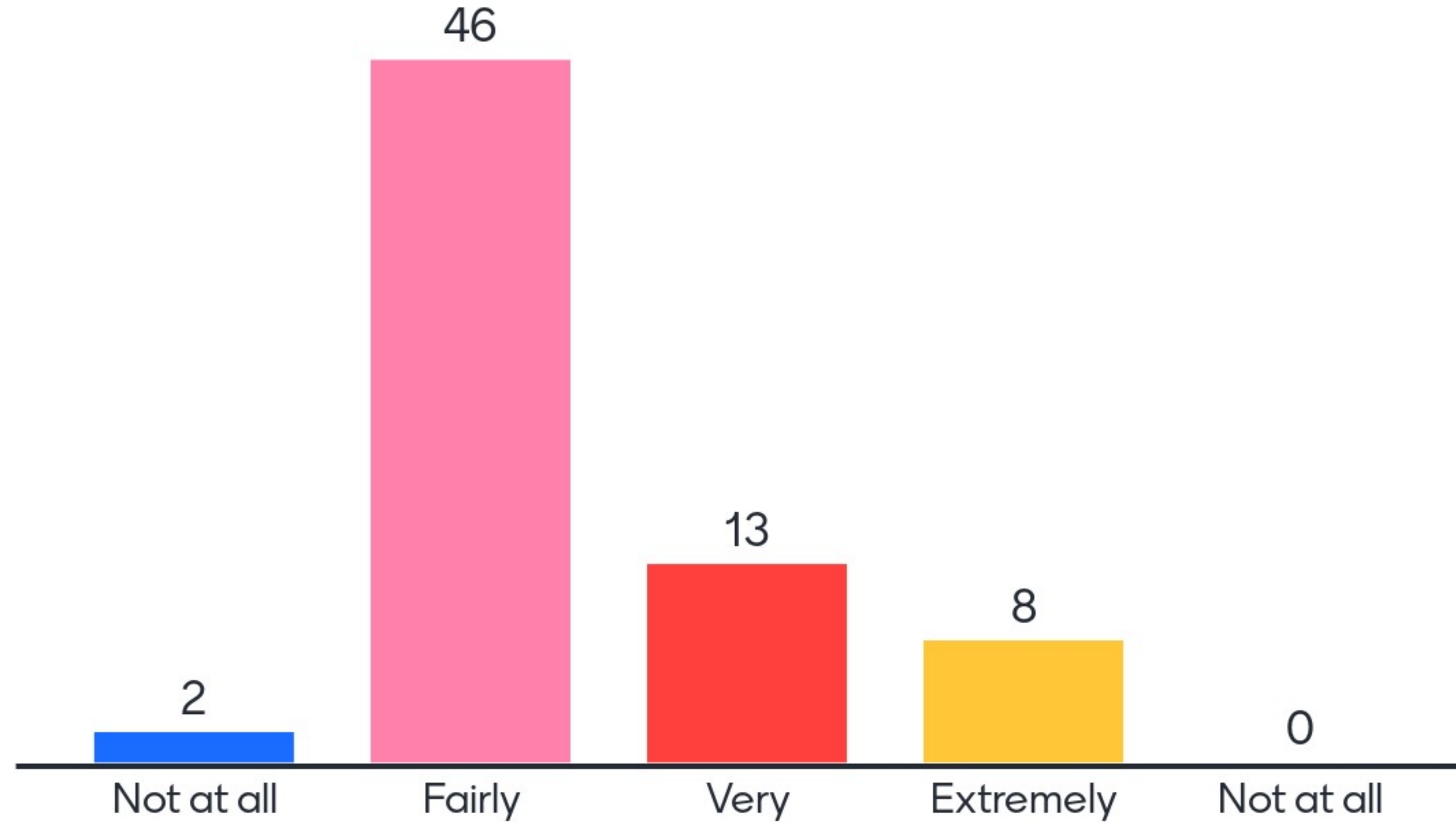
Teaching about the Protected Characteristics

Catherine Kirk
RSHE Leader

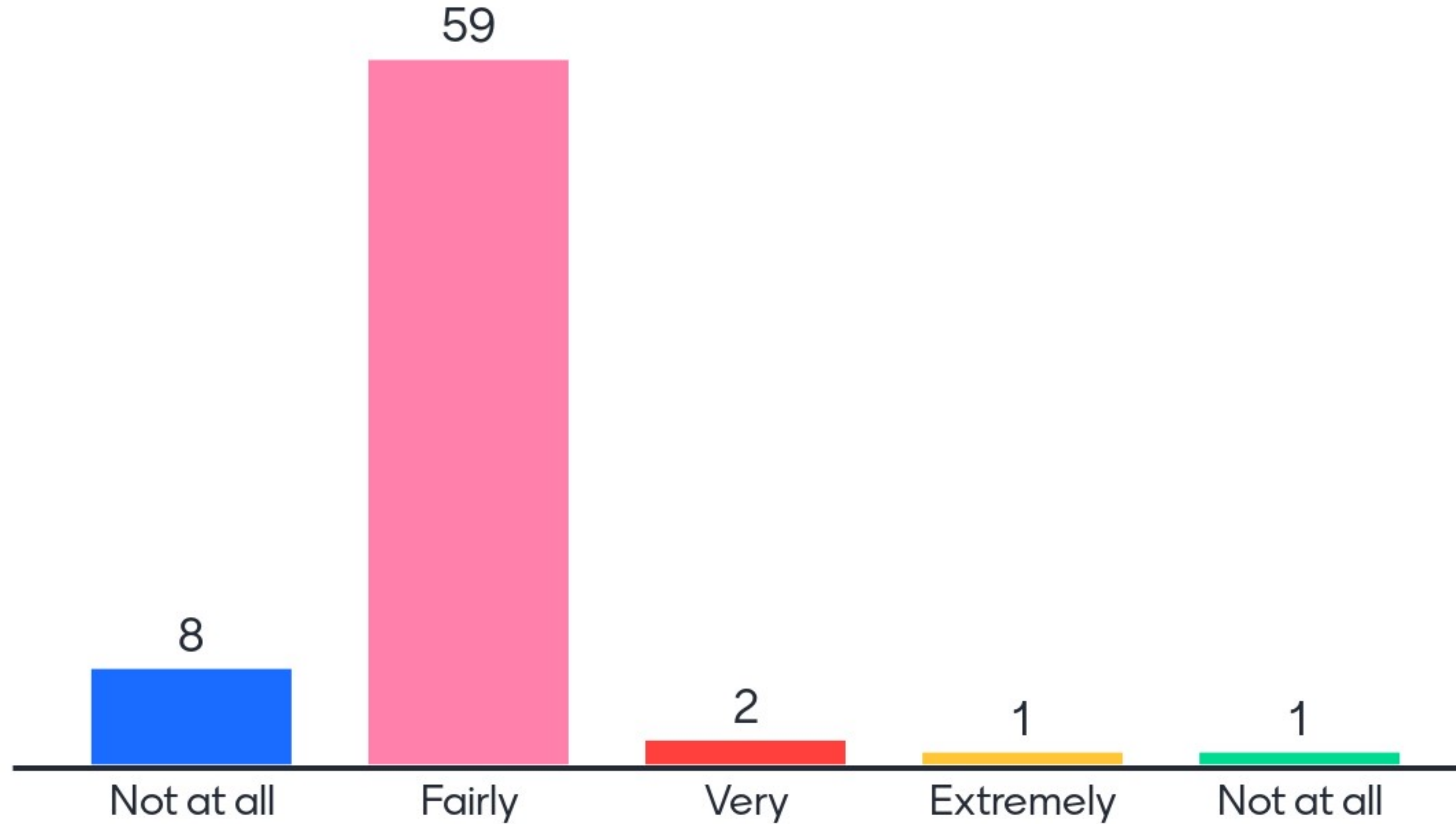


RSHE
Relationships, Sex & Health Education

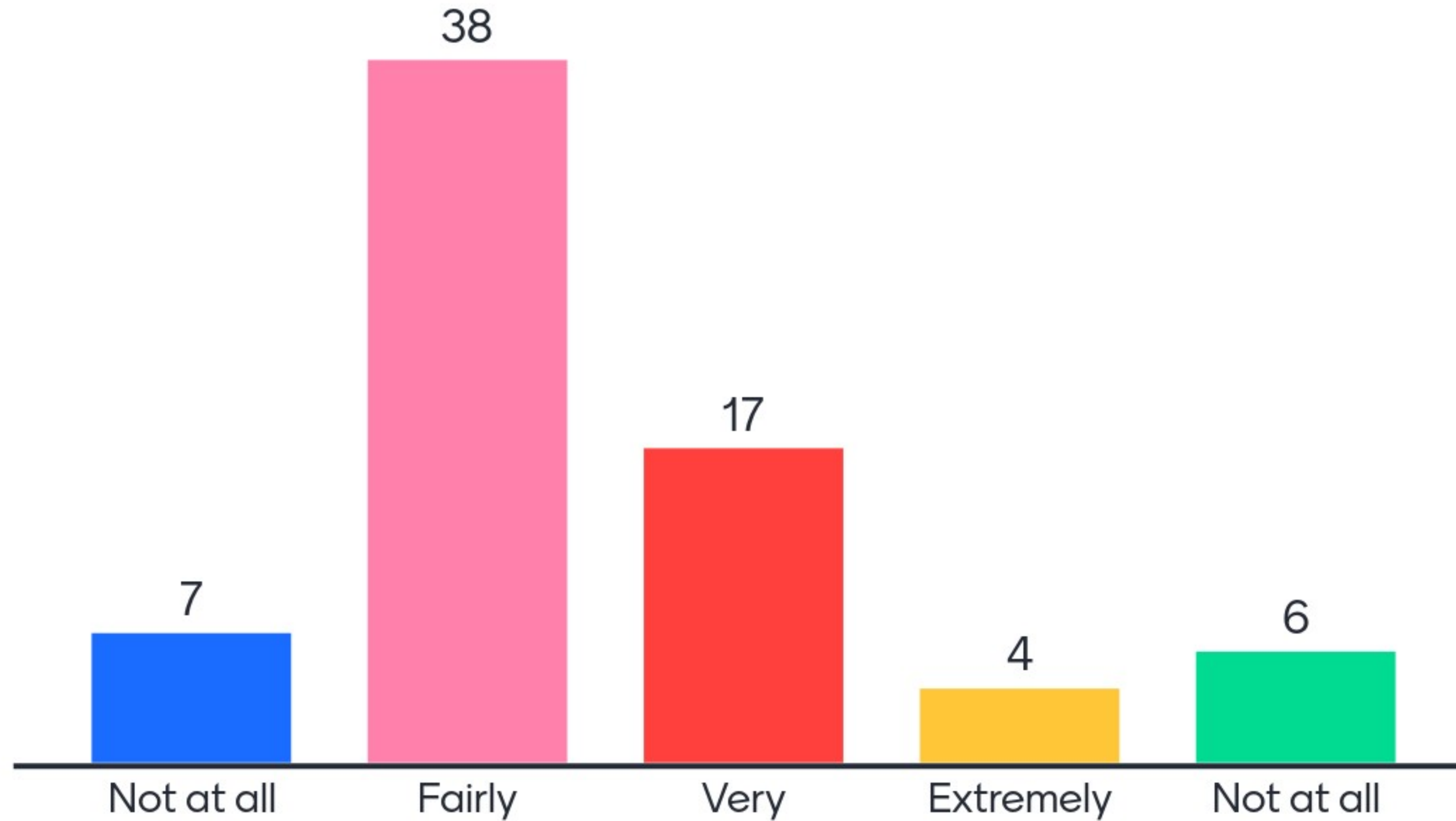
How well does your school support learners to understand equality and the protected characteristics?



How knowledgeable are you about legislation around equality and Ofsted requirements?



How confident are you to lead improvements around equality in your school?



Safety

Discussion around equality and diversity can provoke strong emotional reactions. Please do seek out colleagues within your setting or trusted family or friends to discuss your feelings after the session if needed.

Please take care of yourselves and others.



Aims

Learn about the current legislation and guidance around Equality and the protected characteristics

Consider Ofsted requirements around equality and protected characteristics

Explore the importance of a whole school approach to work around equality and inclusion

Explore ideas for incorporating learning about protected characteristics into the curriculum

To bring about change, you must not be
afraid to take the first step. We will fail
when we fail to try.

Rosa Parks



Equalities is a
golden thread
that runs
through
everything...it is
BIG work.

The Equality Act 2010

[The Equality Act 2010](#) is intended to ensure that everyone is treated equally in society.

When the Equality Act 2010 came into force it brought together all previous laws around discrimination.

It legally protects people from discrimination.



Discrimination is most commonly experienced by people who share certain characteristics. The Equality Act calls these 'protected' characteristics.

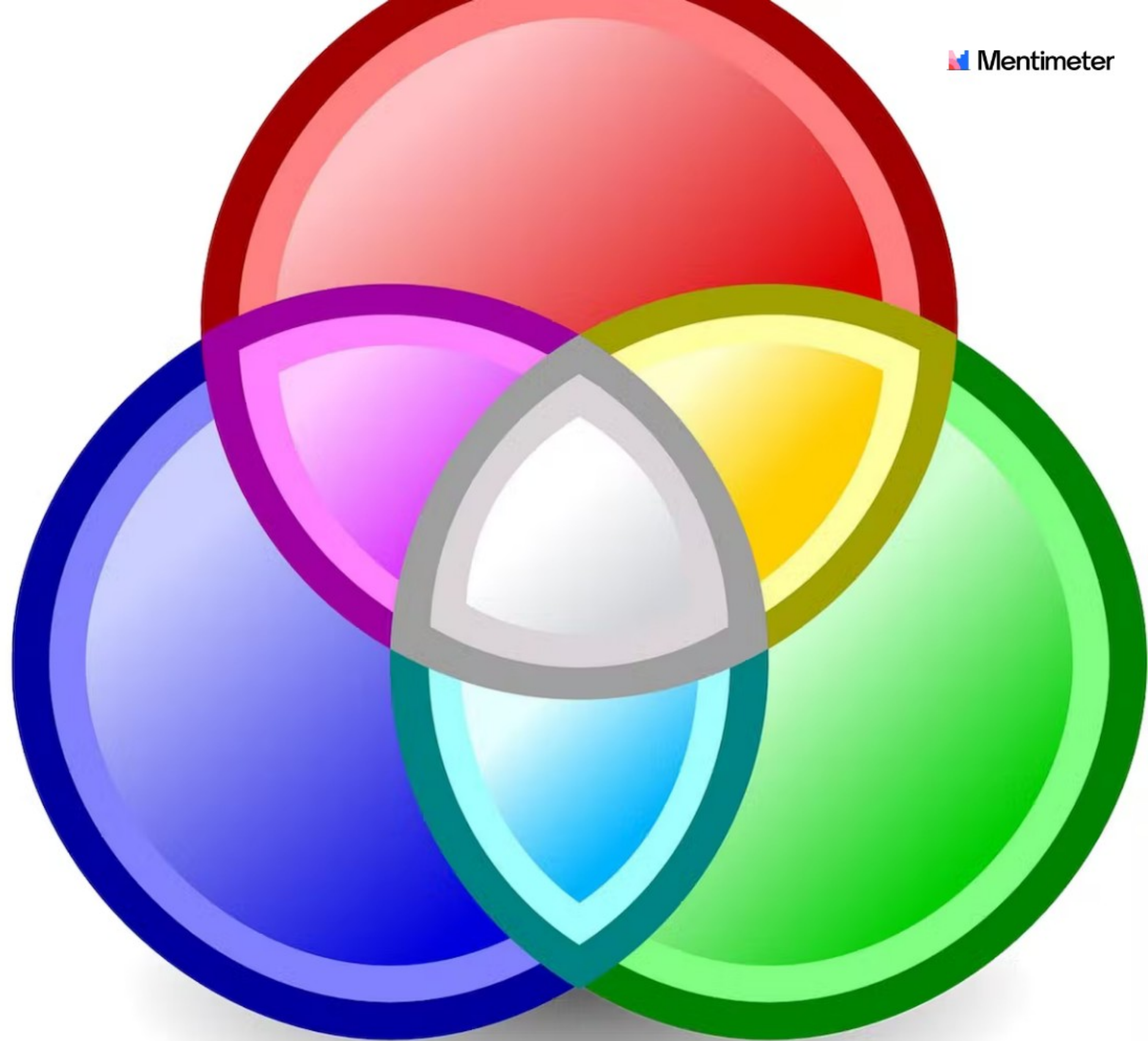
What are the 9 protected characteristics?







Intersectionality



There are four types of discrimination

Direct - when someone is treated worse than others because they have a particular characteristic.

Indirect - when a rule applies to everyone but it disadvantages those with protected characteristics more than others

Harassment – unwanted and offensive behaviour aimed at someone because of a particular characteristic.

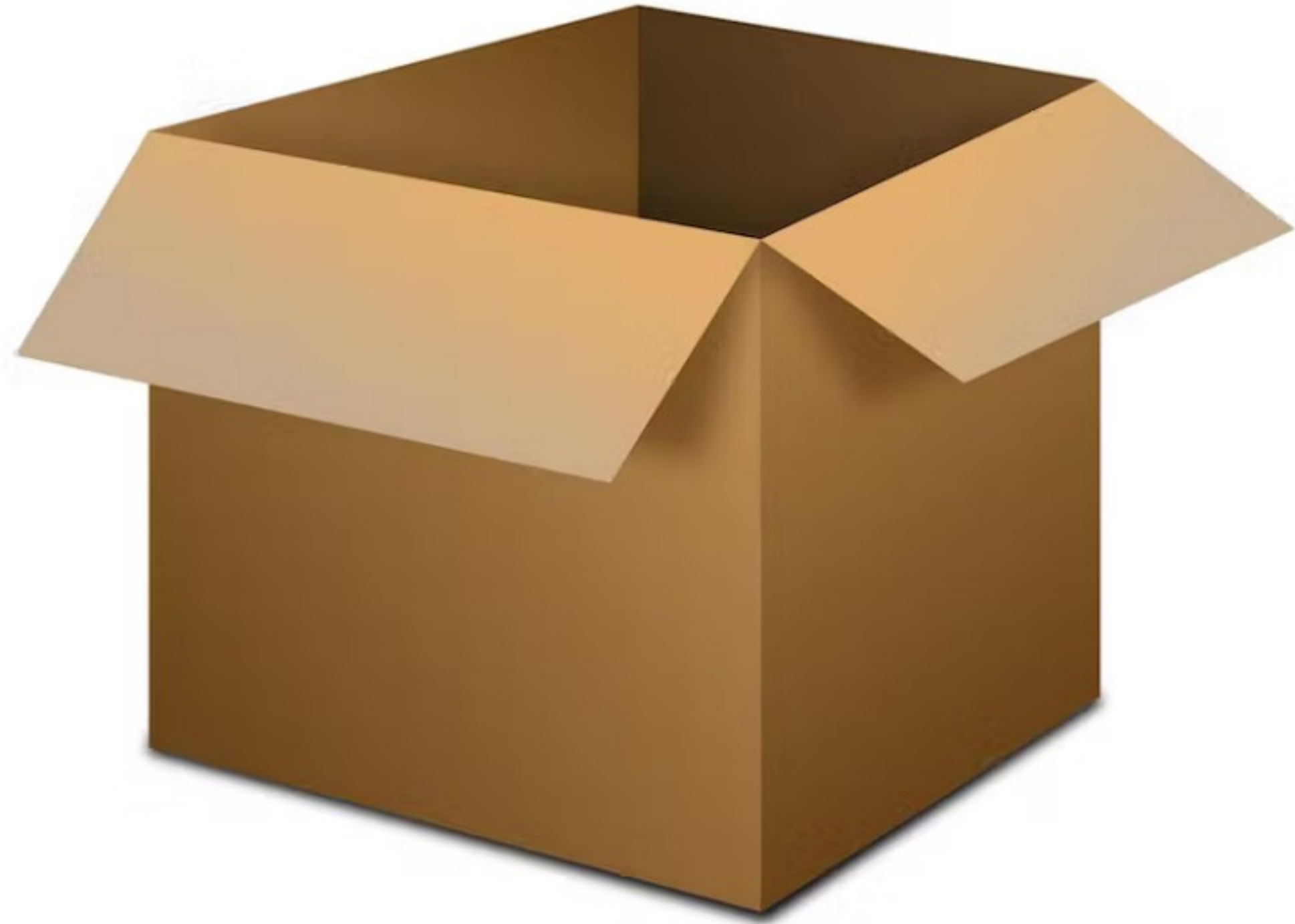
Victimisation - when someone is treated badly because they have made a complaint about discrimination.

Things to consider

Unconscious bias

How might unconscious bias impact in your school?

Why is this an issue?



Things to consider

Microaggressions

A comment or action that subtly and often unconsciously or unintentionally expresses a prejudiced attitude towards a member of a marginalised group. [Merriam-Webster](#)

“You don’t look you have autism I never would have guessed.”

“Where are you from originally?”

“I didn’t think you would be good at that.”

Statutory: The Public Sector Equality Duty 2011

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.
- Advance equality of opportunity between people who share a protected characteristic and those who do not.
- Foster good relations between people who share a protected characteristic and those who do not.

How well are you doing this across all protected characteristics? How do you know?

Why is it important? A sample of statistics..

- 95% young black people report that they have heard and witnessed the use of racist language at school? YMCA
- 92% of girls said that sexist name calling happens a lot or sometimes to them or their peers? Ofsted
- 37% of pupils with SEND reported being bullied because of their special educational needs and disabilities? DfE
- 24% of black, Asian and minority ethnic LGBT people accessing social services in the last year have been discriminated against because of their sexual orientation and/or gender identity Stonewall
- In the year ending March 2022, transgender identity hate crime rose by 56% (4335) Gov
- 21% of girls say that gender stereotypes hold them back at school? Girlguiding survey
- 20% of mothers said they experienced harassment or negative comments related to pregnancy or flexible working from their employer/colleagues Gov

Ofsted

“All primary and secondary schools...should be able to demonstrate that **no form of discrimination is tolerated and that pupils show respect for those who share the protected characteristics.**

Schools will **not** be able to demonstrate this by pointing to a general policy of encouraging respect for all people.”

“Schools are not required to teach about all the protected characteristics in every year group..”

“In secondary schools, this includes age-appropriate knowledge of the protected characteristics of sexual orientation and gender reassignment.”

“....integrated appropriately into the curriculum, rather than addressed separately or in one-off lessons.”

“If a school does not promote pupils’ awareness and understanding of **all** the protected characteristics effectively, this may result in a ‘requires improvement’ judgement for personal development..”

Ofsted Handbook 2022

Evaluating leadership and management:

- How a school meets the expectations of the [DfE's statutory guidance on relationships education, relationships and sex education and health education](#) contributes to the leadership and management judgement.

Evaluating personal development:

- **promotes equality of opportunity so that all pupils can thrive together, understanding that difference is a positive, not a negative, and that individual characteristics make people unique.** This includes, but is not limited to, **pupils' understanding of the protected characteristics** and how equality and diversity are promoted.
- **ensures an inclusive environment that meets the needs of all pupils, irrespective of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation,** and where no discrimination exists, for example in respect of wider opportunities for pupils.

British Values and SMSC

“Schools should promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs..”

“Actively promoting the values means challenging opinions or behaviours in school that are contrary to fundamental British values.”

THIS IS PART OF THE SAME WORK

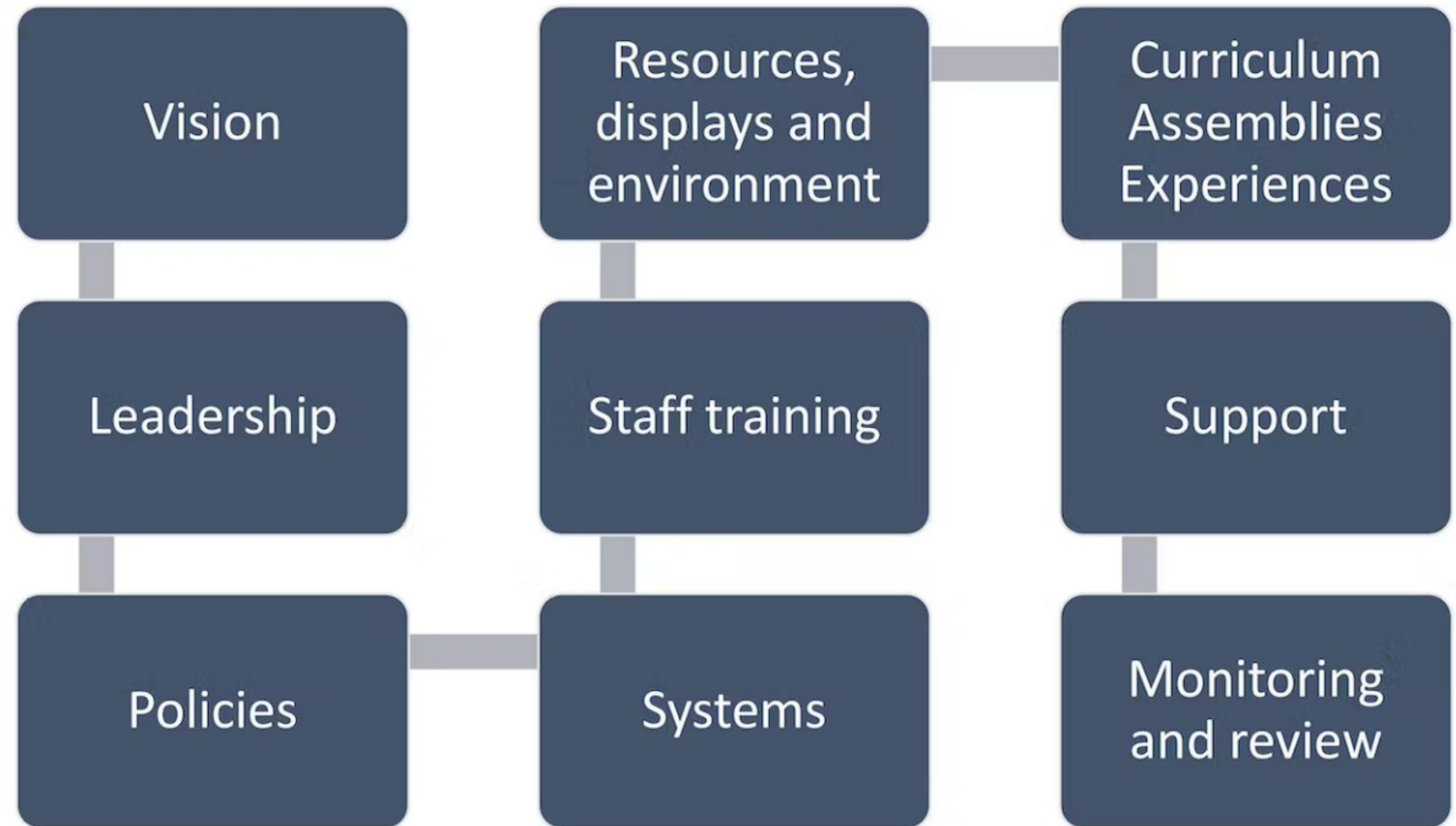
Keeping Children Safe in Education 2021

All staff have a responsibility to provide a safe environment where children can learn.

All staff should be aware of systems within their school or college which support safeguarding.

It is essential that **all** staff understand the importance of challenging inappropriate behaviours between peers...Downplaying certain behaviours, for example dismissing sexual harassment as “just banter”, “just having a laugh”, “part of growing up” or “boys being boys” can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

The whole school approach





Most important
questions....How
do you know?
So what?

What are we aiming for?

Everybody feels accepted

equality

Respect

Understanding

Inclusiveness

happy childrensafe environment

Everyone accepted

Equity

Inclusion

What are we aiming for?

Confidence

shared language

respect of others, tolerance, an understanding of others

Every child to have an understanding and tolerance of all characteristics.

Open, honesty, inclusion, acceptance, awareness, appreciation, cultural awareness, diversity,

Children have recognition that uniqueness should be celebrated and acceptance of all

all members of our community feel safe, valued and accepted

All pupils and staff to celebrate the diversity of our school.

Everyone feeling safe and happy

What are we aiming for?

providing children with experiences for diversity

improved mental health for all

We want our children to be respectful and be aware of these characteristics.

That everyone feels safe and there are no instances of discrimination
positive pupil voice

Children to be able to experience and respect different cultures

Everyone included

Awareness of our children's thoughts

consistency

opportunities for all

What are we aiming for?

safety

well rounded individuals

Safe, inclusive atmosphere where children understand that they are all unique, but just as important as each other.

Children to be aware and be able to participate in society and different cultures

celebrate difference

Staff and pupils to have a good understanding of what protected characteristics are and feel part of our community

pupils feel safe happy children

Improved tolerance

For everyone to be respectful of our community.

What are we aiming for?

Inclusion and children to feel safe. Ultimately, we want the children to have the tolerance to become effective citizens

All valued

Children to gain an understanding of the world around them

support for others

Being able to articulate what we are doing in school, use the language confidently

We want children to feel safe, be tolerant and open to changing their preconceived ideas.

What the children's lack of knowledge is

Treat equally understanding of others acceptance of all happy children, positive citizens consistency

Improve inclusiveness of policies and decisions which affect people who are protected under the Equality Act

What are we aiming for?

Understanding and valuing others

For all to feel safe, valued

Treating each other equally. Awareness of characteristics

awareness

know why they are unique and its ok to be unique

All happy and safe

To learn how to live alongside and show respect for a diverse range of people.

Everyone to be valued by everyone in the school.

Mental well being

What are we aiming for?

Holistic approach
Happy children
Good triangulation of evidence and what we see in school
All children to have an understanding
Good staff confidence

No outsiders is a message we deliver frequently in collective worship.

We celebrate diversity in PSHE and worship

Experience and embrace cultures

Jigsaw

Covered through the PSHE association curriculum

make sure it is not a token gesture

PSHE e.g. LGBT rights. Throughout RS curriculum & citizenship. Links to texts in subjects such as English.

talking about careers

What are we aiming for?

Curriculum, Values

philosophy sessions

Jigsaw, RE, School values

British Values sessions

Planned experience days

Ensuring the texts used in English celebrate differences

Visitors

Explicit in MTPs

Intergration

What are we aiming for?

Dept audit- did SMSC recently but not the PCs explicitly

inviting more varied role models into school

A review of where protected characteristics thread through our curriculum and the resources for this.

Educating parents

Treat people well!

Developing the understanding for the children of what the protected characteristics are and what they mean for them and others.

Exploring how our environment promotes protected characteristics and maybe including some visuals of book covers that could support staff with teaching areas on the display.



Credit:
Jamie S. -
LinkedIn



**Equality is everyone
getting a pair of shoes.**



**Diversity is everyone
getting a different type
of shoe.**



**Equity is everyone
getting a pair of shoes
that fits.**



**Acceptance is
understanding we all wear
different kinds of shoes.**



**Belonging is wearing the
shoes you want without
fear of judgment.**

To create an inclusive culture, we need to recognise that we are all different – not 'othering'.



It's not a competition!



“The key is that we are **celebrating being different, rather than celebrating the differences.**

Schools can celebrate our rich diversity, **it's the diversity itself that is celebrated rather than the individual characteristics.** Those individual characteristics are something that are accepted in the context of our diverse communities to ensure no one is pushed out or excluded.

I will teach children to explore and celebrate their own identities...while accepting the parts of others that make their identities.”

•Andrew Moffat – “No Outsiders: Everyone Different, Everyone Welcome”

Look through the lens....



Age



What messages does your school give about older people?

- If you were to ask young people to draw/describe an older person, what would they draw/describe?
- Do books/resources reinforce stereotypes? Eg. frailty, particular interests, being cared for, being wise.
- Are older people only represented in particular roles, eg. grandparents?

What is it like to be a black (or insert other protected characteristic) person in your school?

Make it easy



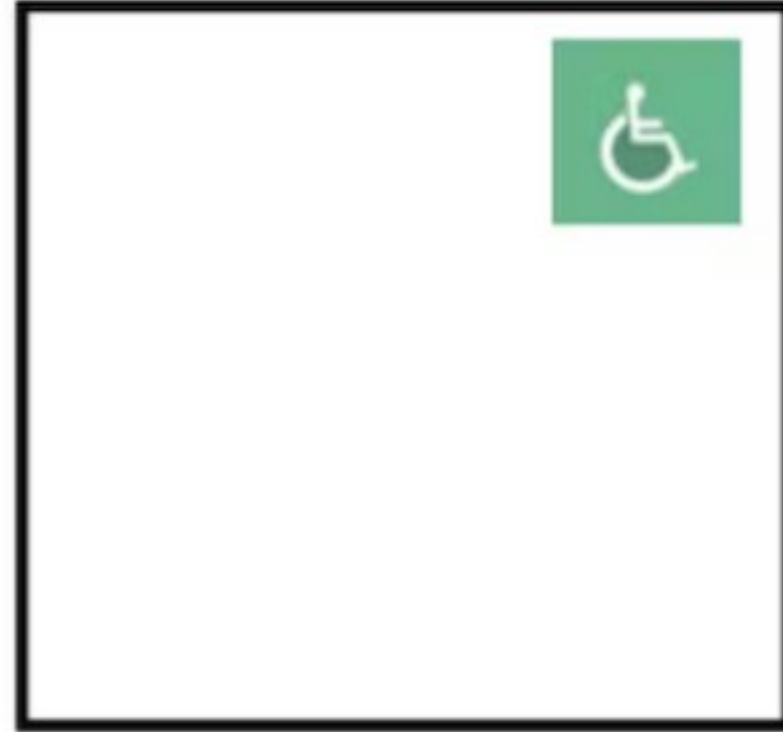
“Our school does not tolerate that language/behaviour...”

Surely People Deserve More Respect And Should Get Respect

Imagery



- Changes in the body 
- Growing Up video
- Transition to High School
- Death (not covered)
- Social Media—Body image



- Alien Nation—Trans Positive Education 



https://romileyprimary.com/stockport/primary/romiley/arena/s/sitecontent/web/protectedcharacteristics-y6_20220905095235080.pdf

- Holes 
- Black History Week—Katherine Johnson

YEAR SIX PROTECTED CHARACTERISTICS

- Alien Nation—Trans Positive Education 

- Christian v Humanism 
- Christian and Islamic beliefs
- Tolerance & Respect

- Proud Trust resources—'Happily Ever After' a fairy tale exploration of same gender relationships and equal marriage. 

- Sex Education 

- Real Love Rocks 
- Proud Trust resources—'Happily Ever After' a fairy tale exploration of same gender relationships and equal marriage.

Make
connections for
learners so they
can articulate
equality



Supporting staff to deliver effectively

- Explore own attitudes and values and unconscious bias
- Self-reflection – seek feedback
- Keep informed – eg. terminology
- Learn from mistakes
- Consistent challenge
- Balanced and objective
- Represent diversity – be an ally
- Continuous review



How do you currently teach about equality and protected characteristics?

PSHE and assemblies

Jigsaw

Through RE lessons

Special books

class texts

Books in lip with main characters with protected characteristics eg Wonder

PSHE, RSE and RE curriculum

PSHE lessons

Jigsaw PSHE, Collective Worship

How do you currently teach about equality and protected characteristics?

Ps e lessons

RE

PREVENT TRAINING

Through RE we discuss different religions

Scheme - jigsaw

Assemblies

PSHE scheme

Jigsaw - PSHE ... Woven throughout the curriculum.

As part of PSHE Beginning and belonging.

How do you currently teach about equality and protected characteristics?

celebrating differences in general

Assemblies

We use books/literature to stimulate discussion

daily lessons, assemblies, general chats, jigsaw

PSHE One Decision scheme.

Jigsaw

PSHE Lessons

Modelling my own struggles with children (disability)

PSHE jigsaw scheme

How do you currently teach about equality and protected characteristics?

Cote values

PSHE, RSE, CW, Texts

Assemblies

schemes collective worship PSHE

Through a range of inclusive books through literacy sessions and class texts.

Assemblies

RSE

diversity rich books, PSHE, assemblies

Visits and visitors

How do you currently teach about equality and protected characteristics?

Assemblies

Black History Month. Class stories

Displays

Through assemblies - Black History month

R.E. and PSHE

Modelling appropriate behaviour

do not teach
explicitly PSHE
Character Education
Real life situations

Displays and resources

Special days / events

How do you currently teach about equality and protected characteristics?

songs on sparkyard

PSHE/Science/RSE
Reading books
Assemblies

Full programme to develop culture and diversity

Audit the PCs through our curriculum, collect pupil voice

gather pupils voice and cross reference curriculum where protected characteristics are taught

PSHE and through our other golden threads

2

3

4

How do you currently teach about equality and protected characteristics?

Usualising and Actualising

Usualising – acclimatising people to the presence of something to take away the threat of difference that creates fear and discrimination. Eg. Including examples of a range of people in case studies, pictures and displays.

Actualising – presents the subject in fuller focus, creating greater understanding. Eg. A lesson on black history, a focus on discrimination experienced by disabled people.

Examples of content areas within PSHE

Examples - general:

- Healthy relationships
- Respect
- Families
- Choices and consequences
- Feelings
- Support
- Historical context
- Seeking help
- Values
- Similarities and differences
- Unconscious bias
- Media influences
- Online behaviour/trolling

Examples - specific:

- Equality Act and laws
- The Protected Characteristics
- Discrimination and impact
- Hate crimes
- Anti-bullying
- Support
- Historical context
- British Values
- Reporting
- Micro-aggressions

Characteristics	Taught within:
sexual orientation	Y5 Autumn 1, Y6 Summer
sex	Y3 Summer 2, Y4 Spring 1, Y5 Autumn 1
religion or belief	Y3 Summer 1, Y4 Autumn 2, Y4 Spring 1, Y5 Autumn 1
race	Y3 Summer 1, Y4 Autumn 2, Y4 Spring 1, Y5 Autumn 1
pregnancy and maternity	Y6 Summer
marriage and civil partnership	Y3 Spring 1, Y6 Summer
gender reassignment	NA for primary education
disability	Y3 Summer 1, Y3 Summer 2, Y4 Autumn 2, Y4 Spring 1, Y5 Autumn 1
age	Y3 Summer 1, Y3 Summer 2, Y4 Autumn 2, Y4 Spring 1, Y5 Autumn 1

Protected characteristics coverage

	A1	A2	Sp1	Sp2	Su1	Su2
	FESTIVALS:	Diwali Christmas	Chinese New Year	Easter	Eid	
	International Day of Older Persons (Harvest) Black History month	Anti-bullying week	World Religion Day (LKS2) LGBT+ History month (UKS2)	Women's History month (KS2) UK Disability History month (KS1)	Mental Health week (KS1)	
EYFS			Chinese New Year		Relationships – family roles (marriage and civil partnership) Ramadan Eid	Gender stereotyping
Y1			Chinese New Year Hindu Holi Festival		Relationships – different types of families (marriage and civil partnership)	Ramadan
Y2	An Insight into Islam	Celebrating difference: gender stereotypes Festivals of Light			Relationships – roles and responsibilities within families (marriage and civil partnership)	
Y3			Sikhism			
Y4			Buddhism			
Y5	Islam	Celebrating difference: Racism Sport – equality, diversity and inclusion				Changing me – understand that sexual intercourse can result in pregnancy Humanism
Y6		Celebrating difference: disability	Judaism		Inclusive sport	Changing me – changes in a girl's body in order to conceive (pregnancy/maternity)

taught through the RE scheme * remaining RE curriculum is wholly Christian

taught through the Jigsaw programme in RSHE

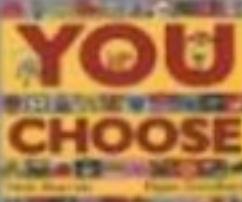
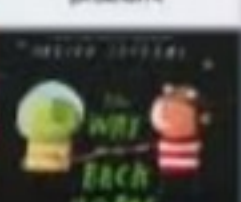
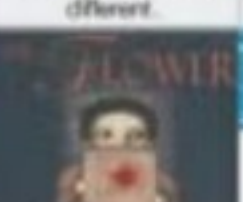
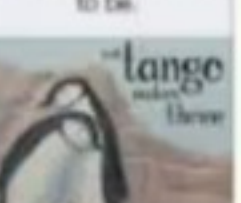
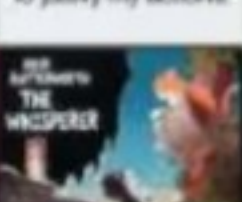
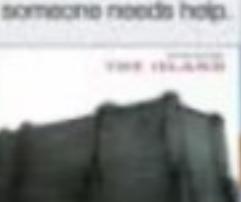
taught through theme days/weeks/months

taught through our PE curriculum

In addition, many themes are explored during Reflection Time. Whilst there is a plan for this, it is subject to change as we may respond to current events as necessary.

<https://www.woodlandswirral.co.uk/protected-characteristics>

These books are read as class texts over the course of the year to encourage positive and guided discussion of the protected characteristics. At Westfield, we strive to create an environment where children can share their opinions and ask questions.

Reception					
Learning Intention	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.
Year 1					
Learning Intention	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.
Year 2					
Learning Intention	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.
Year 3					
Learning Intention	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.
Year 4					
Learning Intention	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.
Year 5					
Learning Intention	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.
Year 6					
Learning Intention	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.

Characteristic	Taught within
Age	EYFS Year 2 Spring 2 Year 4 Summer 2 Year 5 Summer 1
Disability	Year 6 Spring 2
Gender reassignment	Year 2 Summer 2 Year 4 Spring 2 Year 6 Spring 2
Marriage and Civil Partnership	Year 1 Autumn 1 Year 1 Summer 2 Year 2 Spring 2 Year 3 Spring 2 Year 4 Spring 1
Pregnancy and Maternity	Year 1 Summer 2 Year 5 Summer 2 Year 6 Summer 2
Race	Year 1 Autumn 1 Year 1 Spring 2 Year 5 Spring 2 Year 6 Spring 2
Religion or belief	Year 1 Autumn 1 Year 1 Spring 2 Year 6 Spring 2
Sex	Year 1 Summer 2 Year 2 Summer 2 Year 3 Summer 2 Year 4 Summer 2 Year 5 Summer 2 Year 6 Summer 2
Sexual Orientation	Year 3 Spring 2 Year 6 Spring 2

<https://www.westfield.surrey.sch.uk/page/?title=Protected+Characteristics&pid=1272>

<https://www.westfield.surrey.sch.uk/page/?title=Protected+Characteristics&pid=1272>

Protected Characteristic	Taught within	When
 Age	- Equality - wellbeing session - Tutor time and collective worships - PSHE lesson - English Literature: 'Romeo and Juliet' by Shakespeare - English Literature: 'An Inspector Calls' by JB Priestley	Yr. 9- term 5 All years Yr. 7 & 9 Yr. 8 Term 4 Yr. 9 Term 4
 Sex	- Sexual harassment - wellbeing session - RE - Gender discrimination and the equality act - Tutor time and collective worships - PSHE lessons - Equality - wellbeing session - English Literature: 'Twelfth Night' by Shakespeare - English Literature: 'Macbeth' by Shakespeare	Yr. 10- term 4 Yr. 10- term 4 All years Yr. 7 & 9 Yr. 9- term 5 Yr. 7 - Term 6 Yr. 9 - Term 6
 Disability	- Equality - wellbeing session - PSHE lesson - Tutor time and collective worships - English Literature: 'Cirque Du Freak' Darren Shan - English Literature: 'A Christmas Carol' by Dickens	Yr. 9- term 5 Yr. 7- lesson? All Yr. 7 - Term 1 Yr. 10 - Term 2
 Ethnicity	- Equality - wellbeing session - Tutor time and collective worships - PSHE lessons - Diversity- prejudice and bullying - wellbeing session - English Literature: 'Ghost Boys' by Jewell Parker Rhodes - English Literature: 'Poetry Anthology: Power and Conflict'	Yr. 9- term 5 All years Yr. 7 & 9 Yr. 7 - term 3 Yr. 8 - Term 1 Yr. 10 - Term 1
 Gender Reassignment	- Gender identity and consent - wellbeing session - Tutor time and collective worships - PSHE lessons - Equality - wellbeing session - English Literature: 'Twelfth Night' by Shakespeare	Yr. 8- Term 3 All years Yr. 7 & 9 Yr. 9- term 5 Yr. 7 - Term 6
 Religion / Belief	- Equality - wellbeing session - Tutor time and collective worships - PSHE lessons - Diversity- prejudice and bullying - wellbeing session - English Literature: 'Ghost Boys' by Jewell Parker Rhodes - English Literature: 'An Inspector Calls' by JB Priestley	Yr. 9- term 5 All years Yr. 7 & 9 Yr. 7- term 3 Yr. 8 - Term 1 Yr. 9 - Term 4
 Sexual Orientation	- Equality - wellbeing session - Tutor time and collective worships - PSHE lessons - Biology - reproduction and assisted reproductive therapies - English Literature: 'Twelfth Night' by Shakespeare	Yr. 9- term 5 All years Yr. 7 & 9 Yr. 7- lesson 12 Yr. 7 - Term 6
 Marriage / Civil Partnership	- PSHE lessons - Tutor time and collective worships - Equality - wellbeing session - RE lesson- Theme A - relationships and families - English Literature: 'Romeo and Juliet' by Shakespeare - English Literature: 'A Christmas Carol' by Dickens	Yr. 7 & 9 All years Yr. 9- term 5 Yr. 10- term 3 Yr. 8 Term 4 Yr. 10 - Term 2
 Pregnancy / Maternity	- Facts around pregnancy and miscarriage - wellbeing session - Tutor time and collective worships - PSHE lesson - Equality - wellbeing session - English Literature: 'Blood Brothers' by Willy Russell - English Literature: 'An Inspector Calls' by JB Priestley	Yr. 10- Term 2 All years Yr. 7 & 9 Yr. 9- term 5 Yr. 8 - Term 6 Yr. 9 - Term 4

Age

Curriculum area	Year group	Lesson
PSHE/RSE	7	Being a citizen
PSHE/RSE	8	Challenging discrimination
PSHE/RSE	10	Human rights and the workplace
PSHE/RSE	10	Understanding diversity
PSHE/RSE	12	Cultural diversity and challenging discrimination

Disability

Curriculum area	Year group	Lesson
PSHE/RSE	7	Facing challenges
PSHE/RSE	7	Out community

<https://www.bentleywood.harrow.sch.uk/british-values/protected-characteristics/>

<https://www.stgeorges-school.org.uk/4735/protected-characteristics>

The 9 Protected Characteristics are actively promoted in school through:

- Our ESF Trust Core Virtues
- Our Academy ethos statement
- Our Academy behaviour policy
- Conscious role modelling by all adults in the school community
- Active engagement and communication with parents and carers
- Assemblies
- British Values themes
- Discussion within curriculum subjects, taking a cross-curricular approach
- Promoting articulation by building appropriate language and a coherent vocabulary
- Personal, Social, Health and Economic education (PSHE) sessions
- Religious Education (RE) lessons, RSE lessons, LGBTQ+ discussions and Protected Characteristic talks
- Sporting, Art and Cultural Events building on the Cultural Capital offer to our students
- Student voice
- Educational visits
- Real-life learning outside the classroom
- Guest speakers
- Developing links with local, national and international communities
- Extra-curricular activities, after-school clubs, charity work and work within the local community

Embedding Protected Characteristics into the whole ethos of Trinity Academy:

- 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

<https://www.trinity-academy.org.uk/Students/Protected-Characteristics/>

Also, cross-curricular

Audit across the school
where the protected
characteristics are, or
could be, covered.

Are all staff aware they
have a duty around
equality?

Do resources used in
other subjects reflect
diversity?



Witham St Hughes Academy @WSHacademy · 17h

...

We were lucky to have athlete [@lizmcternan](#) visit on Friday. Liz and her Sportivator Jade put each class through their paces with a vigorous circuit! Liz held an assembly telling inspiring stories about the trials and tribulations of being a professional athlete! [#Inspirational](#)



Resources



research and statistics

The Equality Act and
Schools



The Equality Act
PDF 10 and schools

Equality Act Advice Final

Hate crime statistics



gov.uk

Time, England and Wales, 2021 to

Equaliteach Universal
Values lesson plans FS-KS4



EqualiTeach-Universal-Values

Pop n Olly discrimination
video



Discrimination Explained for Kids |
Pop'n Olly | Olly Pike

Amnesty Primary Human
Rights lessons

AMNESTY
INTERNATIONAL



amnesty.org.uk

Primary school education resources

Amnesty Secondary Human
Rights lessons

AMNESTY
INTERNATIONAL



amnesty.org.uk

Human Rights in Secondary School
resource pack

Secondary equality/human
rights lessons

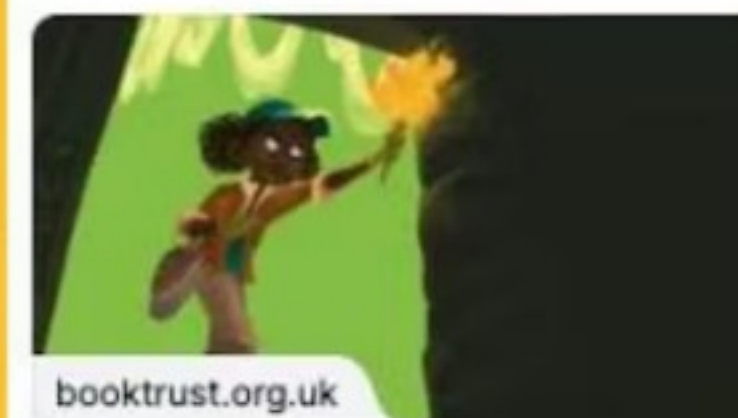
Equaliteach booklist



PDF

EqualiTeach-Reflecting-Diversity-in-the-
Classroom

Booktrust booklists on
different themes



booktrust.org.uk

Themed booklists

CK book list

Ageism scenarios -
designed for older people but
could work for KS2/3

Exploring ageism through
role-play workshops

PDF

ExploringAgeismThroughRolePlayWorksh
ops

Secondary - exploring
stereotypes around age



legacyproject.org

Ageism - www.legacyproject.org

Age positive icons



Equaliteach disability
teaching pack primary



EqualiTeach-All-Inclusive

Resources

<https://padlet.com/hello1332/o5kuxfahqw7bym5g>

Strategies for challenge

Use a set phrase, log and have a conversation with the young person. Follow relevant sanctions.
"We do not tolerate that language or behaviour in our school"

Enquiry: "Can you help me understand what you meant by that?"; "What are you trying to communicate with that sentence?"

Explore impact: "What message do you think a comment like that could send?"; "What impact could your comment have on someone?"

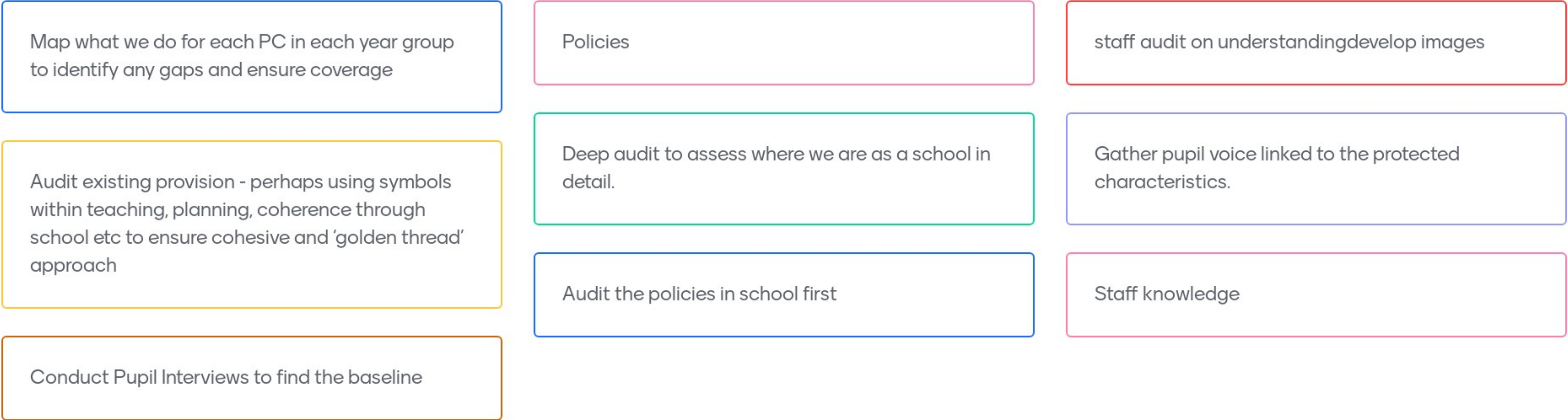
State impact: "Comments like that perpetuate negative stereotypes and assumptions.."; "Many people would find that comment hurtful and offensive."

Positive action: "Please rephrase your statement/comment."; "Please refrain from commenting in that manner in future."

Some ideas for next steps

- Ask learners for their views
- Look through the lens of each protected characteristic – what do you find out about your school?
- Audit where equality and protected characteristics are taught in PSHE/RSHE and wider curriculum
- Review your library, books in classrooms and other resources – do they reflect diversity?
- Audit policies to ensure the same messages about equality are reinforced and joined up
- Identify training needs of staff and organise training as appropriate
- Review reporting processes – are they fit for purpose? Do they give you the information you need?
- Review what is on your website about equality and protected characteristics
- Consider links with parents
- Identify role models in and out of school
- Introduce imagery/mnemonics/phrases

What are you going to do to develop your work around equality and protected characteristics?



What are you going to do to develop your work around equality and protected characteristics?

Have a dedicated lead on PC to drive things forwards, monitor and review

Ensure that staff are confident in their knowledge.

audit current work and evidence. Displays around school and work with staff

Dept audit - did SMSC recently

Display in school. look at PSHE / Jigsaw for each group to see where they are included. review policies.

Make it more of a focus

Embed new PSHE (Jigsaw) scheme. Review policies

Ensure all staff can talk about the protective characteristic

Identify links in PSHE scheme.

What are you going to do to develop your work around equality and protected characteristics?

Highlight on incident recordings the type of protective characteristics that may be apparent.

Audit of our curriculum to ensure full coverage across the school, and other opportunities

Conversation with a wider group of staff who are involved in this area to define next steps and whole school strategies This is a big area and so demands a team

Model being kind!

Ensure the children can use the vocabulary and understand the protected characteristics to their level

policies and staff understanding/knowledge

Educating parents

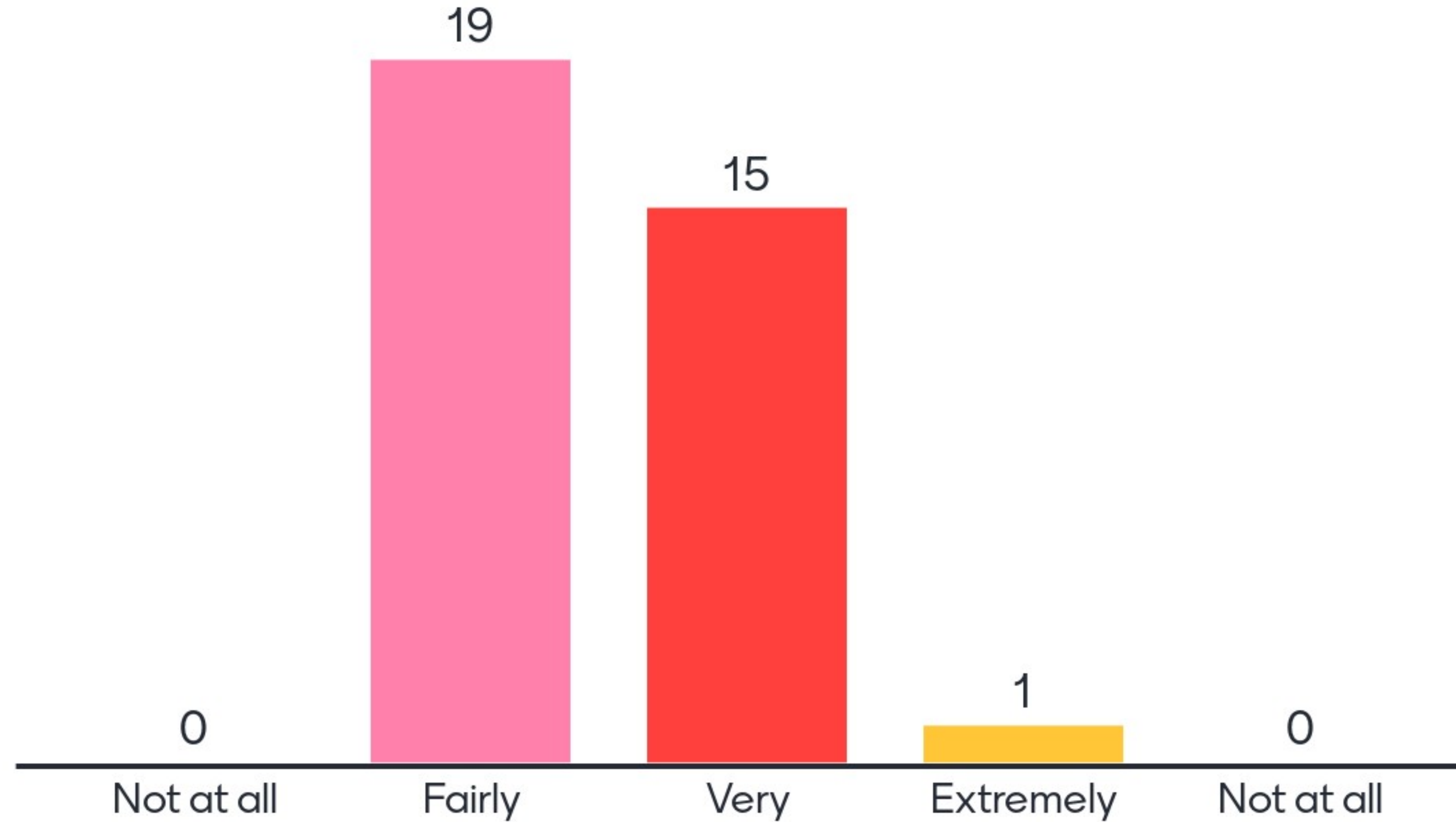
Ensure staff understand what protected characteristics are

Identify where all PC are taught explicitly throughout the curriculum.

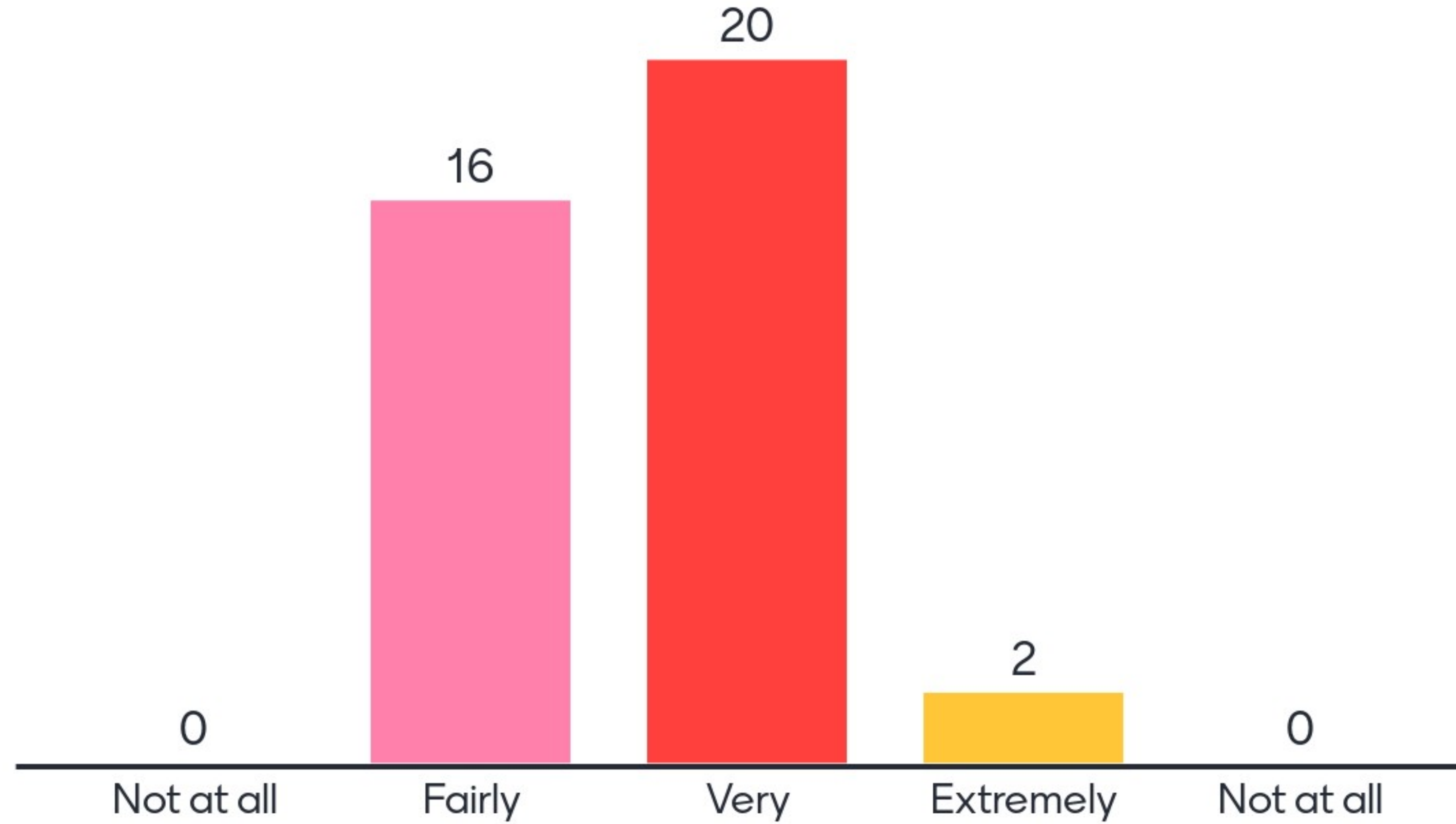
What are you going to do to develop your work around equality and protected characteristics?

Identify ways t

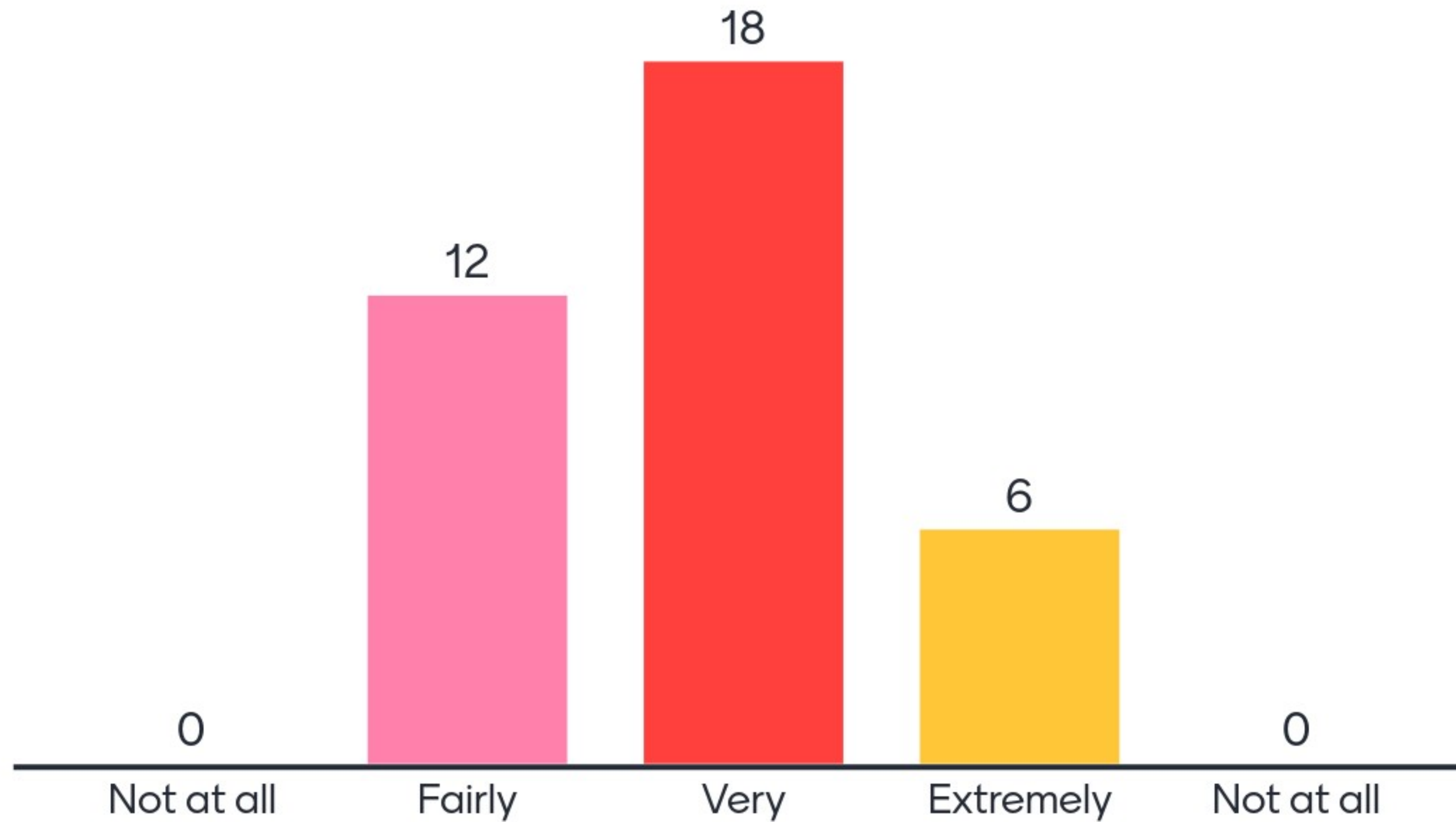
How well does your school support learners to understand equality and the protected characteristics?



How knowledgeable are you about legislation around equality and Ofsted requirements?



How confident are you to lead improvements around equality in your school?



How can we help?

- Bespoke staff meetings to meet your needs
- Consultancy and reviews

To book email:

admin@leadtshub.co.uk

- Termly PSHE networks for primary and secondary

Secondary

<https://event.bookitbee.com/40827/secondary-pshe-subject-leader-development-programm>

Primary <https://event.bookitbee.com/40828/primary-pshe-subject-leader-development-programme>

