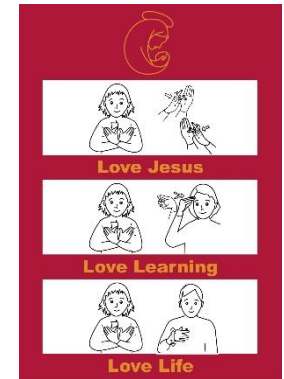


Auditing the teaching of protected characteristics at St Mary of the Angels Catholic Primary school



Requirements and expectations in the DfE's statutory guidance referenced in "Inspecting teaching of the protected characteristics in schools".

The following characteristics are protected characteristics:

- age;
- disability
- gender reassignment;
- marriage and civil partnership;
- pregnancy and maternity;
- race;
- religion or belief;
- sex;
- sexual orientation.

Personal development and the DfE's statutory guidance








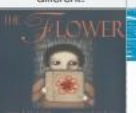
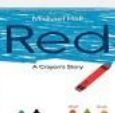




[Relationships and sex education \(RSE\) and health education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/612222/Relationships_and_sex_education_(RSE)_and_health_education_-_GOV.UK_(www.gov.uk).pdf)

The DfE's statutory guidance outlines what schools must teach at certain points in the curriculum. It states that schools are not required to teach about all the protected characteristics in every year group; that is a matter for the school to decide, and how it plans its curriculum. However, the curriculum should be planned and delivered so that children develop age-appropriate knowledge and understanding during their time at the school. In secondary schools, this includes age-appropriate knowledge of the protected characteristics of sexual orientation and gender reassignment.

There are a range of ways schools can choose to teach about these issues in an age-appropriate way. Primary schools could, for example, teach pupils about the different types of family groups that exist within society. Secondary schools could, for example, teach pupils in more detail about sexuality and gender identity as well as the legal rights afforded to LGBT people. As stated in the DfE's statutory guidance, teaching on these matters should be integrated appropriately into the curriculum, rather than addressed separately or in one-off lessons.

Some of the ways we embed our teaching about the protected characteristics are:

- Our Behaviour Policy
- Conscious role modelling by all adults in the school community
- Active engagement and communication with parents and carers
- Assemblies
- The promotion of British values in school life
- Developing a love of reading through a range of authors and genres
- Discussion within curriculum subjects, taking a cross-curricular approach
- Promoting articulation building appropriate language & coherent vocabulary
- Religious Education (RE) lessons
- Multifaith learning opportunities including “Prayer Around the World” Week and “World Faith” week etc
- School Council
- Educational experiences and visits
- Real-life learning outside the classroom
- Guest speakers
- Developing links with the local community
- Extra-curricular activities, after-school clubs, charity work and work within the local community
- Safer recruitment, retention and staff development
- We collect and analyse the following data to assess the impact of our Single Equality Policy. The data is recorded on our CPOMs system and the main areas we assess are:
 - Attendance
 - Exclusions
 - Racial incidents
 - Bullying incidents
 - Homophobic incidents
 - Any other prejudice related incident

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.

The DfE’s statutory guidance requires that all schools must:

Do we	Next steps/ evidence to support our judgement
<p>Have an up-to-date policy, which is made available to parents and others and consult parents in developing and reviewing that policy in all cases.</p>	<ul style="list-style-type: none"> • RSE policy, consultation when developed • Relevant policies include: Accessibility Policy, • School Behaviour Policy
<p>Take into account the age and religious background of all pupils and ensure that their teaching is appropriate to their age and religious background, to ensure that the topics outlined in the statutory guidance are appropriately handled.</p>	<ul style="list-style-type: none"> • My Happy Mind Curriculum delivered in all classes • RSE programme is ‘Journey in Love’ • Enrichment elements selectively taken from ‘No Outsiders’ to compliment learning opportunities • Multi-faiths learning opportunities – RE lessons, Faiths Weeks, Cross Curricular links etc.
<p>Comply with the relevant provisions of the Equality Act 2010</p>	<ul style="list-style-type: none"> • Accessibility Policy, Single Equality Policy, • SEND policy and SEND information report •
<p>Not unlawfully discriminate against pupils by treating them less favourably because they have one or more of the protected characteristics.</p>	<ul style="list-style-type: none"> • Strong school culture – see CSI inspection report May 2023 • Positive stakeholder feedback – see surveys from parents, staff, pupils, etc •
<p>Must make reasonable adjustments to alleviate disadvantage, for example by taking positive action to deal with disadvantages affecting a group because of a protected characteristic. <i>The statutory guidance gives the example of taking positive action to support girls if there is evidence that they are being subjected to sexual harassment.</i></p>	<ul style="list-style-type: none"> • Systematic recording and reporting approach – CPOMS. All concerns are actioned according to bespoke need. • Identification of vulnerable pupils with positive actions to pre-empt need • Strong safeguarding procedures and policies, with an open and positive culture towards safeguarding. Mindset of “it could happen here”. •

<p>Make relationships education and/or RSE accessible for all pupils, including those with special educational needs and disabilities.</p>	<ul style="list-style-type: none"> • Adaptive Teaching training for all teachers relevant for all subjects, including RSE, • My Happy Mind and Journey in Love delivered as our school curriculum for all pupils
<p>Ensure that teaching reflects the law (including the Equality Act 2010) as it applies to relationships, so that young people clearly understand what the law allows and does not allow, and the wider implications of decisions they may make.</p>	<ul style="list-style-type: none"> • Monitoring of RSE delivery includes pupil voice responses • Evidence – PSHE journals, I Am Special Pupil books, etc • British Values teaching
<p>Ensure that the materials used to support teaching are appropriate for the age and maturity of pupils and sensitive to their needs</p>	<ul style="list-style-type: none"> • Use of nationally recognised materials – Journey in Love, (selection from) No Outsiders, My Happy Mind etc • Regular monitoring of delivery by HT • Reading Journal for Protected Characteristics
<p>Ensure that the needs of all pupils are appropriately met, and all pupils understand the importance of equality and respect.</p>	<ul style="list-style-type: none"> • British Values policy and audit of provision • Safeguarding audits • SEND policy and SEND Information Report
<p>Work closely with parents in all cases when planning and delivering the subjects, ensuring that parents know what will be taught and when.</p>	<ul style="list-style-type: none"> • Transparency and culture of availability of information – website, newsletters, tests, parent drop ins, parents meetings. • Website – curriculum information pages • Google Classroom
<p>The DfE expects secondary schools, state-funded or independent, to teach awareness of and respect towards LGBT people and encourages primary schools to do so.</p>	<ul style="list-style-type: none"> • I Am Special Lessons – KS2 • Cross Curricular delivery – Books for Thinking, e.g. Star of Fear, Star of Hope, And Tango Makes Three, My Princess Boy, The Day the Crayons, etc. • Language of inclusivity – Our Ways of Working