

# Promoting the Key Characteristics of Priesthood

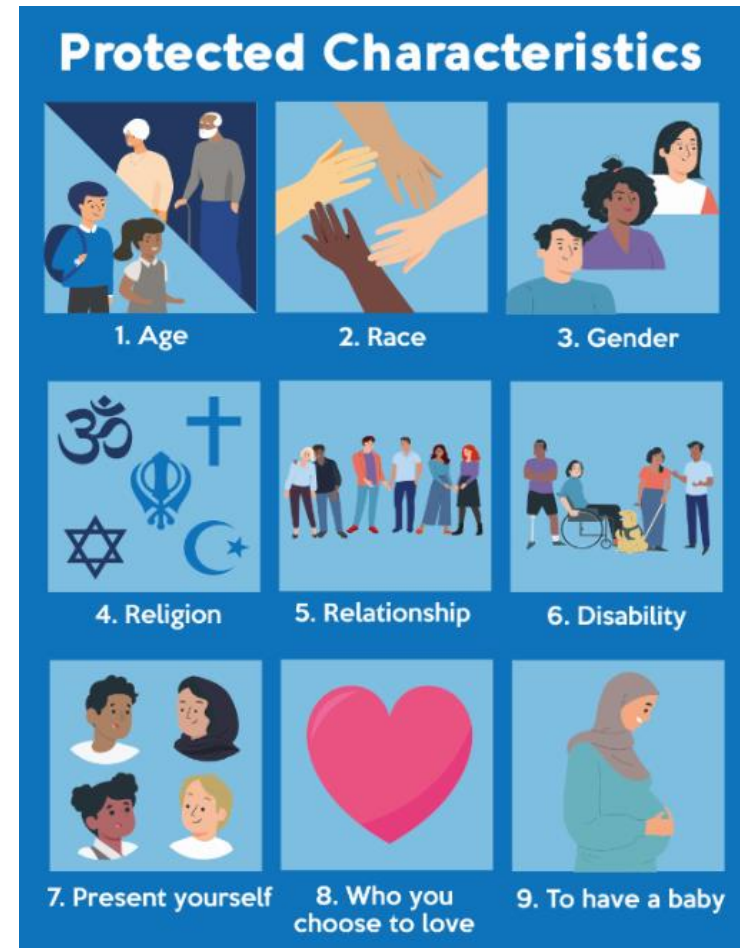


The Equality Act became law in 2010. It covers everyone in Britain and protects people from discrimination, harassment, and victimisation. Everyone in Britain is protected. This is because the Equality Act protects people against discrimination because of the protected characteristics that we all have. Under the Equality Act, there are nine Protected Characteristics:

Age  
Disability  
Gender reassignment  
Race  
Religion or belief  
Marriage or civil partnership  
Sex  
Sexual orientation  
Pregnancy and maternity

Under the Equality Act you are protected from discrimination:

- **When you are in the workplace**
- **When you use public services like healthcare** (for example, visiting your doctor or local hospital) or education (for example, at your school or college)
- **When you use businesses and other organisations that provide services and goods** (like shops, restaurants, and cinemas)
- **When you use transport**
- **When you join a club or association** (for example, your local rugby club)
- **When you have contact with public bodies like your local council or government departments**



At Priestley, we actively promote these in our curriculum and work to embed them into our ethos. It is important that all children gain an understanding of the world they are growing up in, and learn how to live alongside, and show respect for, a diverse range of people.

At Priestley we pride ourselves on having a well-considered approach to the teaching of the protected characteristics, in order to:

- eliminate discrimination, harassment, victimisation.
- advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it.
- foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

The plan below shows how this philosophy is an integral part of school life and is embedded into our curriculum. In addition to this planned approach, we react and respond to any incident as it arises within school, the community or is in the news.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Assemblies	International Day of Older Persons Black History month	Anti-bullying week- School Council – bullying posters Celebrating difference- JIGSAW UNIT (disability/gender stereotypes)	World Religion Day LGBT+ History month	Women’s History month UK Disability History month	Mental Health week	
	Harvest	Christmas		Easter		
EYFS	Being me in my world - JIGSAW. Different family units (marriage and civil partnerships)	Pregnancy/maternity - Piece 3 – families			Relationships – family roles (marriage & civil partnership)	Gender stereotyping
	Harvest	Dwali Christmas	Chinese New Year	Easter		
Year 1		Gender Reassignment - Piece 5 - gender diversity			Relationships – different types of families (marriage & civil partnership)	Changes from baby to adult - changing me unit JIGSAW
	Year A - Judaism – Purim Year B – Harvest – Christianity	Year A - Christianity – Creation Story Year B – Christmas – Christianity	Year A - Judaism - Shabbat Year B - Judaism - Hanukkah	Year A - Christianity - Jesus as a friend Year B Christianity – Easter Palm Sunday	Year A - Judaism - Passover Year B - Judaism – Shavout	Year A - Christianity – What did Jesus teach? Year B - Judaism – The Covenant
Year 2		Celebrating difference: gender stereotypes Festivals of Light Disability - piece 4 – standing up for myself & others Sex - piece 1 & 2- boys and girls			Relationships – roles & responsibilities within families (marriage & civil partnership)	

		Sexual orientation - piece 4 - standing up for myself				
	Year A - Judaism – Purim Year B – Harvest – Christianity	Year A - Christianity – Creation Story Year B – Christmas – Christianity	Year A - Judaism - Shabbat Year B - Judaism - Hanukkah	Year A - Christianity - Jesus as a friend Year B Christianity – Easter Palm Sunday	Year A - Judaism - Passover Year B - Judaism – Shavout	Year A - Christianity – What did Jesus teach? Year B - Judaism – The Covenant
Year 3		Being married/civil partnership/race/sexual orientation - Piece 1 - families				Sex- Piece 5 - family stereotypes
	Year A - Islam – Milad un Nabi Year B - Islam - Eid ul-Adha	Year A - Christianity – Has Christmas lost its true meaning? Year B - Christianity - Christmas	Year A - Islam – Jumu’ah Year B - Christianity – Holy week	Year A – Christianity – Lent Year B - Islam – The Hajj	Year A - Islam -Lait al Miraji Year B - Christianity – Prayer and Worship	Year A - Christianity – Jesus’ Miracles Year B - Islam – Ramadan and Eid al-fitr
Year 4		Age/sex- piece 1- Judging by appearance piece 2 – understanding influences. Disability- piece 1 – judging by appearances. Piece 6- celebrating differences (how we look)			Sexual orientation- piece 5- girlfriends and boyfriends	
	Year A - Islam – Milad un Nabi Year B - Islam - Eid ul-Adha	Year A - Christianity – Has Christmas lost its true meaning? Year B - Christianity - Christmas	Year A - Islam – Jumu’ah Year B - Christianity – Holy week	Year A – Christianity – Lent Year B - Islam – The Hajj	Year A - Islam -Lait al Miraji Year B - Christianity – Prayer and Worship	Year A - Christianity – Jesus’ Miracles Year B - Islam – Ramadan and Eid al-fitr
Year 5		Celebrating difference: Racism Racism/religion - piece 1 – different cultures piece 2 – racism Sexual orientation - piece 3- rumours and name calling Piece 4 – types of bullying				
	Year A – Hinduism - Diwali Year B - Christianity – Beliefs and moral values	Celebrating difference: Racism	Year A – Hinduism – Ganesh Chaturthi	Year A - Christianity – Beliefs and practices	Year A – Hinduism – Holi Year B - Christianity - Sunday	Year A – Christianity – Pentacost

		<b>Year A – Christianity – Is the Christmas story true? Year B - Hinduism - Navrati</b>	<b>Year B - Hinduism – Kumbh mela</b>	<b>Year B - Hinduism - Janmashtami</b>		<b>Year B - Both religions – What will make our town a more respectful place?</b>
<b>Year 6</b>		<b>Celebrating difference: Disability Age/gender reassignment/marriage and civil partnership/being pregnant/maternity/disability/race /sexual orientation understanding differences/religion and belief/sex- piece 2 – understanding difference. piece 3 – power struggles Disability- piece 5- celebrating difference.</b>				<b>Changing me – changes in a girl’s body in order to conceive (pregnancy/ maternity) sexual orientation- piece 4 – girlfriends and boyfriends</b>
	<b>Year A – Hinduism - Diwali Year B - Christianity – Beliefs and moral values</b>	<b>Celebrating difference: Racism Year A – Christianity – Is the Christmas story true? Year B - Hinduism - Navrati</b>	<b>Year A – Hinduism – Ganesh Chaturthi Year B - Hinduism – Kumbh mela</b>	<b>Year A - Christianity – Beliefs and practices Year B - Hinduism - Janmashtami</b>	<b>Year A – Hinduism – Holi Year B - Christianity - Sunday</b>	<b>Year A – Christianity – Pentacost Year B - Both religions – What will make our town a more respectful place?</b>

**We work to ensure that our children understand that:**

**There are no outsiders at Priestley**

**Everyone is different**

**We celebrate our differences**

**We are all equal in our differences**

**The 9 Protected Characteristics are actively promoted in school through:**










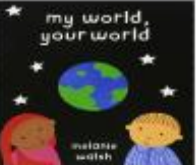



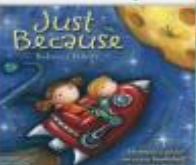

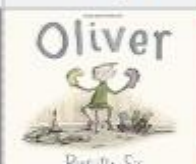

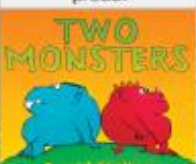

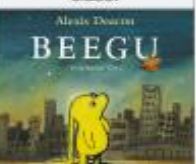




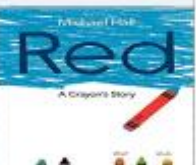




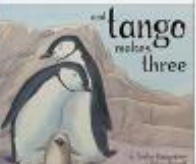





- Our school ethos statements, SDP, and SEF.
- Our school core values.
- Our school behaviour policy.
- Conscious role modelling by all adults in the school community.
- Active engagement and communication with parents and carers.
- Assemblies.
- British Values themes for a day, week and term.
- Discussion within curriculum subjects, taking a cross-curricular approach.
- Promoting articulation by building appropriate language and a coherent vocabulary.
- PSHE sessions.
- Religious Education (RE) lessons, RSE lessons and Protected Characteristic talks.
- Sporting, Art and Cultural Events.
- Pupil 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 Priestley Primary promotes:**

- 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.



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

Reception					
<b>Learning Intention</b>	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					
<b>Learning Intention</b>	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					
<b>Learning Intention</b>	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					
<b>Learning Intention</b>	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					
<b>Learning Intention</b>	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					
<b>Learning Intention</b>	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					
<b>Learning Intention</b>	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.