



Protected Characteristics Curriculum Coverage



At Cottesmore St Mary, in addition to teaching all the protected characteristics in every year group, we ensure that our children are given opportunities to develop age-appropriate knowledge and understanding through our well-planned and delivered EPR curriculum. They also form part of our RE, History, Geography and English lessons; starting in EYFS, where positive messages on equality and diversity are shared with the children, including in books that form part of English lessons and early reading in KS1.

Staff have also received training on the protected characteristics. Posters of protected characteristics are in all teaching classrooms for teachers to make reference to at every possible opportunity

The nine protected characteristics are actively promoted in school through:

- 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
- Discussion within curriculum subjects, taking a cross-curricular approach
- Promoting articulation by building appropriate language and a coherent vocabulary
- RSHE sessions
- Half-termly book studies relating to the protected characteristics
- Religious Education (RE) lessons
- 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

We collect and analyse the following data to assess the impact of our Equality Policy. The data is recorded on our CPOMs system and the main areas we assess are:

- Behaviour
- Bullying
- Child in Need
- Child Protection
- Home issue
- Medical Issue
- Parental Concern
- Reflection
- Racial incidents
- Bullying incidents
- Homophobic incidents
- Sexual Harassment
- Gender inequality
- SEND



Protected Characteristic	Curriculum Coverage	Awareness Days	Assemblies	Strategies
Age	RSHE: Journey In Love (social and emotional) Y4 Journey In Love (social and emotional) Y5 Good To Be Me- Y R-6 Feeling Safe- Y4 Feeling Safe- Y6 Puberty- Y5 Equality Education- Y R-6 British Values (Protected Characteristics)- Y6 New Beginnings Y4, 5, 6 Books covered in RSHE: My Grandpa is amazing- YR This is our house- Y3 Science Discuss pregnancy and young infant care (people and communities).- YR Children learn about the life stages of different animals, and this includes the life stages of a human- Y2 Children study the changes as humans reach old age and talk about how the body changes and develop over different life stages- Y5 RE Mutual respect is taught throughout the school through our RE lessons	• Anti-Bullying Week • International Day of Older Persons • Grandparent’s Week	• Grandparent’s Week • British Values Assembly (Autumn) • Protected Characteristics Assembly (Spring) • Equality Assembly (Summer) • Christmas Care Home Carol Visit • Letters to the Care Home	• Through our EPR curriculum, assemblies and awareness days, the school will promote community cohesion by helping all children to learn and understand others. • Through our curriculum, the children will learn to value diversity whilst recognizing shared values. • This school will promote awareness of human rights and The Equality Act through our EPR curriculum and assemblies. • We will develop the skills of participation and responsible action necessary for living together as citizens of England within the United Kingdom. • We will promote equity and excellence to ensure equal opportunities for all to succeed and do well. • We will provide access and participation in learning and wider activities while working to eliminate variations in outcomes for different groups. • In EPR, every year group studies a ‘Good to be Me’ topic and an Equalities topic with a range of foci, such as family diversity, Gypsy Roma Traveller education, disability education, age, gender stereotypes, the protected characteristics and discrimination. • Posters in every classroom to promote the Protected Characteristics • The class completes a half-termly book study. The book will be related to a Protected Characteristic. Children are asked to reflect on the positive messaging in the book.

Protected Characteristic	Curriculum Coverage	Awareness Days	Assemblies	Strategies
Disability	RSHE: Disability Education Y1, 4 British Values (Protected Characteristics)- Y6 Journey In Love (social and emotional) Y4 British Values- y5 Good To Be Me- R-6 Feeling Safe- y6 Equality Education- Y R-6 Books covered in RSHE: Perfectly Norman- YR What happened to you? Y1 All the ways to be smart- Y1 Just because- Y2 All my stripes- Y3 This is our house- Y3 Just ask- Y5 I am not a label- Y6 RE Mutual respect is taught throughout the school through our RE lessons	• Anti-Bullying Week • World Autism Day • Disability Awareness Day • Learning Disabilities Week	• Anti-Bullying Assembly • Learning Disabilities Assembly • British Values Assembly (Autumn) • Protected Characteristics Assembly (Spring) Equality Assembly (Summer)	• Monitoring, evaluation and review carried out by the Leadership Team will ensure that procedures and practices within the school give all learners access to the whole curriculum. • Equality Objectives and Accessibility Plan are regularly reviewed by SLT. • Parents/Carers will be involved and consulted about the provision being offered by the school. • The Special Educational Needs Coordinator will be responsible for the identification and assessment of the specific educational needs and a procedure will be put into place to ensure effective liaison with appropriate support agencies and outside agencies. • The assessment of disability will be diagnostic in nature and constructive in practice, with appropriate involvement of Parents/Carers and relevant members of staff. • INSET opportunities will be provided for staff, to raise awareness and provide practical examples of suitable curricular materials. • A flexible approach will be used, involving a variety of forms of intervention such as in-class support, short-term individual withdrawal, monitoring and production of materials in subject areas, and specific advice to subject staff. • Active participation of Parents/Carers in the teaching and learning process will be encouraged. • The positive achievements of pupils will be celebrated and recognised. • Learners with EHCP’s will continue to have access to the whole curriculum unless a specific exemption has been made and agreed. • In EPR, every year group studies a ‘Good to be Me’ topic and an Equalities topic with a range of foci, such as family diversity, Gypsy Roma Traveller education, disability education, gender stereotypes, the protected characteristics and discrimination • Posters in every classroom to promote the Protected Characteristics The class completes a half-termly book study. The book will be related to a Protected Characteristic. Children are asked to reflect on the positive messaging in the book.

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Gender reassignment	RSHE: Good To Be Me- Y R-6 Feeling Safe- Y6 Equality Education- YR-6 British Values (Protected Characteristics)- Y6 Protected Characteristics- Y6 Gender Stereotypes- Y R, 3 , 5 Gender Careers- Y3 Books covered in RSHE: This is our house- Y3 My princess boy- Y5 RE Mutual respect is taught throughout the school through our RE lessons	Anti-Bullying Week	• Anti-Bullying Assembly • British Values Assembly (Autumn) • Protected Characteristics Assembly (Spring) - Equality Assembly (Summer)	• The school will regularly monitor, evaluate and review all its practices and procedures to ensure all learners have equal rights, equal opportunities and equal access to an excellent education. • Teaching and learning materials will be regularly monitored to ensure that they reflect our community • Schemes of work will ensure that teaching and learning promote community cohesion. • Staff training and INSET provision take account of the Equality Policy. • All staff will be expected to contribute to the aims of the Equality Policy in their day-to-day work. • The school aims, publications, assemblies, worship, curriculum and pastoral structure will promote an ethos that values and respects all learners. Regardless of racial origins, sexual origins, gender identity, religious beliefs or cultural background, all learners will be encouraged and supported to take a full and active role in school life, including the full range of extracurricular activities. • The school will continue to complete Brighton and Hove’s Trans Awareness Toolkit • Children are addressed as ‘children’ and not by their gender. • Children are encouraged to use dressing up and role play areas in a non-gender specific ways • School uniform is not gender neutral • Books in class promote equality, celebrate diversity and challenge stereotypes • In EPR, every year group studies a ‘Good to be Me’ topic and an Equalities topic with a range of foci, such as family diversity, Gypsy Roma Traveller education, disability education, gender stereotypes, the protected characteristics and discrimination • Posters in every classroom to promote the Protected Characteristics The class completes a half-termly book study. The book will be related to a Protected Characteristic. Children are asked to reflect on the positive messaging in the book.

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Marriage and civil partnership	RSHE: Journey In Love (social and emotional) y 4 Good To Be Me- Y R-6 Feeling Safe- Y6 Sex Education- Y6 Equality Education- Y R-6 British Values (Protected Characteristics)- Y6 Books covered in RSHE: The Family Book- YR In Every House, In Every Street- Y2 This is our house- Y3 RE Mutual respect is taught throughout the school through our RE lessons. Children are taught that families come in all forms and that we are all part of God’s family.	Anti-Bullying Week	• Anti-Bullying Assembly • British Values Assembly (Autumn) • Protected Characteristics Assembly (Spring) - Equality Assembly (Summer)	• We use the term ‘grown ups’ as a general term rather than ‘mums and dads’ to refer to children’s significant adults so that children who live with one parent; 2 mums; 2 dads; foster parents or who live with extended family do not feel that their own family make-up is not included. We ask club providers to use this language too. Not only do we avoid certain language, we also actively talk about different family types and children regularly hear all family types recognised in our language. We buy books that include a variety of family types so everybody feels seen. • In EPR, every year group studies a ‘Good to be Me’ topic and an Equalities topic with a range of foci, such as family diversity, Gypsy Roma Traveller education, disability education, gender stereotypes, the protected characteristics and discrimination • Posters in every classroom to promote the Protected Characteristics The class completes a half-termly book study. The book will be related to a Protected Characteristic. Children are asked to reflect on the positive messaging in the book.

Protected Characteristic	Curriculum Coverage	Awareness Days	Assemblies	Strategies
Pregnancy and maternity	RSHE: Journey In Love (social and emotional) Y4 British Values (Protected Characteristics)- Y6 Good To Be Me- Y R-6 Feeling Safe- Y6 Puberty- Y5 Sex Education- Y6 Equality Education- Y R-6 Books covered in RSHE: This is our house- Y3 RE Mutual respect is taught throughout the school through our RE lessons Children learn about the birth of Jesus	Anti-Bullying Week	• Anti-Bullying Assembly • British Values Assembly (Autumn) • Protected Characteristics Assembly (Spring) - Equality Assembly (Summer)	• This school will promote awareness of human rights. • In EPR, every year group studies a ‘Good to be Me’ topic and an Equalities topic with a range of foci, such as family diversity, Gypsy Roma Traveller education, disability education, gender stereotypes, the protected characteristics and discrimination • Posters in every classroom to promote the Protected Characteristics The class completes a half-termly book study. The book will be related to a Protected Characteristic. Children are asked to reflect on the positive messaging in the book.

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Race	RSHE: Good to be me Show racism the red card Journey In love (social and emotional) y 2 Journey In love (social and emotional) y 4 British Values- y5 British Values (Protected Characteristics)- Y6 Good to be me- R-6 Feeling safe- y6 Equality education- r-6 History: Martin Luther King- YR Rosa Parks- YR Space Travel- YR WW2-Y6 Civil Rights Movement- Y6 Science Focus on the achievements of Black Scientists Y1-6 Texts with Literacy: Elmer- YR We are all Welcome- Y1 Refuge- Y1 In Every House on every Street- Y1 Beegu- Y1 Rosa Parks- Y2 Little Leaders- Black Women in History- Y5 Ella Fitzgerald- Y5 Boy at the back of the classroom- Y5 Texts covered in RSHE: My World, Your World- Y1 In Every House, In Every Street- Y2 This is our house- Y3 Beegu- Y3 Mixed- Y4 All our welcome- Y5 Lubna and the pebble- Y5 Dreams of freedom- Y6 Race and tolerance- Y6 The Proudest Blue- Y6 RE Mutual respect is taught throughout the school through our RE lessons Children learn about the ethnicity of our class sanints.	• Anti-Bullying week • Show Racism the Red Card • Black History Month • Refugee Week • World day for Cultural Diversity • International Day of Languages • Chinese New Year • Asian Heritage Month • Windrush Day • Holoucause Memorial Day - Gypsy, Roma and Traveller History Month	• Anti-Bullying Assembly • British Values Assembly (Autumn) • Protected Characteristics Assembly (Spring) • Equality Assembly (Summer) • Black History Month • Show Racism the Red Card • Afori Bookshop Assembly • Refugee Week Assembly • World day for Cultural Diversity Assembly • International Day of Languages Assembly • Chinese New Year Assembly • Asian Heritage Month Assembly • Windrush Day Assembly • Holocaust Memorial Day Assembly • Gypsy, Roma and Traveller History Month Assembly • Big foot Arts Group Assembly- Racial Injustice	• The school will regularly monitor, evaluate and review all its practices and procedures to ensure all learners have equal rights, equal opportunities and equal access to an excellent education. • Teaching and learning materials will be regularly monitored to ensure that they reflect our rich British culture, its history, and its heritage and our rich cultural diversity. • Schemes of work will ensure that teaching and learning promote community cohesion. • Staff training and INSET provision take account of the Equality Policy. • All staff will be expected to contribute to the aims of the Equality Policy in their day-to-day work. • The school aims, publications, assemblies, worship, curriculum and pastoral structure will promote an ethos that values and respects all learners. Regardless of racial origins, sexual origins, gender identity, religious beliefs or cultural background, all learners will be encouraged and supported to take a full and active role in school life, including the full range of extracurricular activities. • An Anti-Racist and Racial Literacy Strategy will be updated every year • Posters in every classroom to promote the Protected Characteristics • The class completes a half-termly book study. The book will be related to a Protected Characteristic. Children are asked to reflect on the positive messaging in the book. • Anti-Racist Team will meet regularly to discuss progress and next steps • As part of a wider school drive to develop our inclusivity and celebration of diversity, we made sure our class saints represent the world and our school community. We wanted a balance of women and men, individuals from a range of places and ethnicities and including saints from our locality. • In EPR, every year group studies a ‘Good to be Me’ topic and an Equalities topic with a range of foci, such as family diversity, Gypsy Roma Traveller education, disability education, gender stereotypes, the protected characteristics and discrimination Children celebrate European Day of languages each year.

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Religion or belief	RSHE: British Values Journey In love (social and emotional) y 4 British Values (Protected Characteristics)- Y6 Good to be me- R-6 Feeling safe- y6 Equality education- r-6 History: WW2-Y6 Books covered in RSHE: In Every House, In Every Street- Y2 This is our house- Y3 The proudest blue- Y6 Rose Blanche- Y6 RE Mutual respect is taught throughout the school through our RE lessons Children learn about Islam and Judaism every year.	• Anti-bullying week • Holocaust Memorial Day • Islam Week • Judaism Week	• British Values Assembly (Autumn) • Protected Characteristics Assembly (Spring) • Equality Assembly (Summer) • Holocaust Memorial Day Assembly • Islam Week Assembly • Judaism Week Assembly	▪ We actively promote diversity through our celebrations of different faiths and cultures. ▪ Religious Education lessons and EPR lessons reinforce messages of tolerance and respect for others. ▪ Members of different faiths and religions are encouraged to share their knowledge to enhance learning within classes and the school. ▪ The children visit places of worship that are important to different faiths. ▪ Religious speakers are invited in to discuss their religion in assemblies ▪ Assemblies throughout the year celebrate and make aware all the religious festivals occurring. ▪ There is a designated place of worship in the school, which everybody can use for prayer and quiet reflection. ▪ We enhance the understanding of other faiths through our RE work. Every class studies Judaism and Islam every year and classes in the school visit the local synagogue and mosque. ▪ In EPR, every year group studies a ‘Good to be Me’ topic and an Equalities topic with a range of foci, such as family diversity, Gypsy Roma Traveller education, disability education, gender stereotypes, the protected characteristics and discrimination ▪ Posters in every classroom to promote the Protected Characteristics ▪ The class completes a half-termly book study. The book will be related to a Protected Characteristic. Children are asked to reflect on the positive messaging in the book.

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Sex	RSHE British Values Journey In love (social and emotional) y 4 British Values- y5 British Values- y6 Good to be me- R-6 Feeling safe- y6 Puberty- y5 Sex ed- y6 Equality education- r-6 Protected Characteristics- Y6 Gender Stereotypes- Y R, 3 , 5 Gender Careers- Y3 History: Space Travel- YR Role of Woman-Y6 Science Female Scientists Y1-6 Texts within Literacy Great Women who made History- Y4 Texts within RSHE: This is our house- Y3 The Girls- Y4 The Boys- Y5 RE Mutual respect is taught throughout the school through our RE lessons Children are taught about the importance of Mary as a strong female role-model	• Anti-Bullying Week • International Women’s Day • International Men’s Day • International Day of the Girl • International Day of Women in Science	• Anti-Bullying Assembly • British Values Assembly • Protected Characteristics Assembly • Equality Assembly • International Women’s Day • International Men’s Day • International Day of the Girl • International Day of Women in Science	• To treat all children equally by giving all equal opportunities in teaching learning and the curriculum. • To ensure that all children are asked questions, given responsibilities, involved in lessons and activities equally. • To give all children equal opportunities to be seen as leaders by providing equal opportunities to lead teams, group activities, and to be spokes persons. • To avoid using gender or sexuality stereotypes. • To challenge stereotypes if they are encountered in daily life or in books, stories, role-play or any other situation. Where necessary, INSET opportunities will be provided for staff, to raise awareness and provide practical examples of suitable curricular materials and activities to address gender identity and sexuality inequalities. To use teaching, learning, the curriculum, visitors and visits to present both boys and girls with positive role models of each gender and sexuality. • To present learners with positive images and examples of all genders and sexualities in citizenship, personal and social education, history, education for economic awareness, and other aspects of the curriculum. The positive achievements of learners will be celebrated and recognised equally. • Children will be given equal access to ICT, design technology, games and sport, tools, equipment, the playing areas of the school and every aspect of school life. • In EPR, every year group studies a ‘Good to be Me’ topic and an Equalities topic with a range of foci, such as family diversity, Gypsy Roma Traveller education, disability education, gender stereotypes, the protected characteristics and discrimination • Posters in every classroom to promote the Protected Characteristics The class completes a half-termly book study. The book will be related to a Protected Characteristic. Children are asked to reflect on the positive messaging in the book.

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Sexual orientation	RSHE British Values Journey In love (social and emotional) y 4 British Values- y6 Good to be me- R-6 Feeling safe- y6 Equality education- r-6 Protected Characteristics- Y6 Books covered in RSHE: The Family Book- YR In Every House, In Every Street- Y2 This is our house- Y3 The Girls- Y4 The Boys- Y5 RE Mutual respect is taught throughout the school through our RE lessons	• Anti-Bullying Week • LGBT History Month • International Day Against Homophobia, Biphobia & Transphobia	• Anti-Bullying Assembly • British Values Assembly • Protected Characteristics Assembly • Equality Assembly	• To treat all children equally by giving all equal opportunities in teaching learning and the curriculum. • To ensure that all children are asked questions, given responsibilities, involved in lessons and activities equally. • To give all children equal opportunities to be seen as leaders by providing equal opportunities to lead teams, group activities, and to be spokes persons. • To avoid using gender or sexuality stereotypes. • To challenge stereotypes if they are encountered in daily life or in books, stories, role-play or any other situation. Where necessary, INSET opportunities will be provided for staff, to raise awareness and provide practical examples of suitable curricular materials and activities to address gender identity and sexuality inequalities. To use teaching, learning, the curriculum, visitors and visits to present both boys and girls with positive role models of each gender and sexuality. • To present learners with positive images and examples of all genders and sexualities in citizenship, personal and social education, history, education for economic awareness, and other aspects of the curriculum. The positive achievements of learners will be celebrated and recognised equally. • Children will be given equal access to ICT, design technology, games and sport, tools, equipment, the playing areas of the school and every aspect of school life. • In EPR, every year group studies a ‘Good to be Me’ topic and an Equalities topic with a range of foci, such as family diversity, Gypsy Roma Traveller education, disability education, gender stereotypes, the protected characteristics and discrimination • Posters in every classroom to promote the Protected Characteristics The class completes a half-termly book study. The book will be related to a Protected Characteristic. Children are asked to reflect on the positive messaging in the book.