

There are 9 protected characteristics under the Equality Act 2010 and all 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.

The 9 Protected Characteristics are:

- Age
- Religion or Belief (also referred to as Belief and Non-Belief)
- Disability
- Gender reassignment
- Marriage and Civil Partnership
- Pregnancy and Maternity
- Race
- Sex (Gender)
- Sexual orientation

At Windmill Hill Academy, rather than 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 a well-planned and delivered curriculum. See below for examples on where the protected characteristics feature within the curriculum.

**Protected Characteristic: Age**

*This refers to a person belonging to a particular age (e.g. 32 year olds) or range of ages (e.g. 18 – 30 year olds).*

*Whole school opportunities:*

Promotion of the UNICEF Rights of the Child

Rights Respecting Schools status: Bronze Award

Trauma Informed School

Behaviour Policy is based on the UNICEF Rights and TIS Approach

Collective worship (see schedule)

One form entry classes (one class per year group) and organised into Key Stages (1/2)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	PSHE: 3-4 years					
Year 1						

<b>Year 2</b>					PSHE: Jessie and Friends Playing Games 2	
<b>Year 3</b>						
<b>Year 4</b>						
<b>Year 5</b>	PSHE: A diverse community					
<b>Year 6</b>	PSHE: Healthy/harmful relationships					

**Protected Characteristic: Belief and Non-Belief**

*Religion has the meaning usually given to it but belief includes religious and philosophical beliefs including lack of belief or Atheism. Generally, a belief should affect your life choices or the way you live for it to be included in the definition.*

*Whole school opportunities:*

Promotion of the UNICEF Rights of the Child

Rights Respecting Schools status: Bronze Award

Trauma Informed School

Behaviour Policy is based on the UNICEF Rights and TIS Approach

Collective worship (see schedule)

Promotion of the different British Values

Visitors, e.g. Vicar.

Celebration of different festivals, e.g Harvest Festival, Diwali

Weekly RE sessions (based on the Cornwall SACRE – see below and Knowledge and Skills organiser)

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>EYFS</b>	RE: Being Special - Where do we belong?	RE: Incarnation - Why do Christians perform Nativity Plays at Christmas?	RE: What times/stories are special and why? PSHE: Reception	RE: Salvation - Why do Christians put a cross in an Easter garden?	RE: God/Creation: Why is the word 'God' so important to Christians? PSHE: ELG	RE: What places are special and why?
<b>Year 1</b>	RE: Creation - Who made the world? (Harvest)	RE: What does it mean to belong to a faith community?	RE: God - What do Christians believe God is like?	RE: Who is Jewish and how do they live?	RE: Who is Jewish and how do they live?	RE: How should we care for the world and for others, and why does it matter?

<b>Year 2</b>	RE: Who is Muslim and how do they live? (Part 1)	RE: Incarnation: Why does Christmas matter to Christians?	RE: Who is Muslim and how do they live? (Part 2)	RE: Salvation - Why does Easter matter to Christians?	RE: Gospel - What is the good news Jesus brings?	RE: Curriculum Kernewek Unit 1.8 CK4RE - What makes some people and places in Cornwall sacred?
<b>Year 3</b>	RE: Creation/Fall - What do Christians learn from the creation story?	RE: How do festivals and family life show what matters to Jewish people? PSHE: Individual and Collective Strengths	RE: People of God - What is it like to follow God?	RE: How do festivals and worship show what matters to a Muslim?	RE: Gospel: What kind of world did Jesus want?	RE: How and why do religious and non-religious people try to make the world a better place?
<b>Year 4</b>	RE: What do Hindus believe God is like? PSHE: Respecting others	RE: Incarnation/God: What is the Trinity? Christmas	RE: What does it mean to be a Hindu in Britain today? PSHE: Volunteering and Citizenship	RE: Salvation - Why do Christians call the day Jesus died 'Good Friday'? Easter	RE: Kingdom of God - When Jesus left what was the impact of Pentecost?	RE: Curriculum Kernewek Unit L2.11 CK4RE - How and why do people in Cornwall mark significant events in community life?
<b>Year 5</b>	RE: What does it mean to be a Muslim in Britain today? PSHE: A diverse community PSHE: Respectful relationships	RE: Incarnation - Was Jesus the Messiah? Christmas	RE: God - What does it mean if God is Holy and Loving?	RE: Why is the Torah so important to Jewish people?	RE: Gospel - What would Jesus do?	RE: Why do some people believe in God and some people not?
<b>Year 6</b>	RE: Why do Hindus want to be good? PSHE: Healthy/harmful relationships	RE: Why do Hindus want to be good?	RE: Creation/Fall Creation and Science – Conflict or Complimentary?	RE: Salvation - What did Jesus do to save Human beings? Easter	RE: Kingdom of God: What kind of King is Jesus?	RE: Curriculum Kernewek Unit U2.12 CK4RE - Does faith help people in Cornwall when life gets hard?

Protected Characteristic: **Disability**

*A person has a disability if s/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.*

*Whole school opportunities:*

Promotion of the UNICEF Rights of the Child  
Rights Respecting Schools status: Bronze Award  
Trauma Informed School  
TIS support if needed (TIS Practitioners onsite)  
Adaptive teaching for pupils  
Specialist support/resources where needed  
Educational Mental Health Practitioner  
SEND Policy  
Accessibility Plan  
Collective worship (see schedule)  
Diverse range of inspiring quotes around the school  
Diversity within the curriculum (see individual knowledge and skills organisers)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS						
Year 1						
Year 2						
Year 3	PSHE: World of Work	PSHE: Individual and Collective Strengths				
Year 4	PSHE: Respecting others					
Year 5	PSHE: A diverse community					
Year 6	PSHE: Healthy/harmful relationships					

**Protected Characteristic: Gender reassignment**

*The process of transitioning from one gender to another.*

*Whole school opportunities:*

Promotion of the UNICEF Rights of the Child

Rights Respecting Schools status: Bronze Award

Trauma Informed School

TIS support if needed (TIS Practitioners onsite)

Specialist support/resources where needed

Educational Mental Health Practitioner

Diverse range of inspiring quotes around the school

Diversity within the curriculum (see individual knowledge and skills organisers)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS						
Year 1						
Year 2						
Year 3						
Year 4						
Year 5			PSHE: Puberty 1 - Bodies and Reproduction PSHE: Puberty 2 - Changes			
Year 6						

**Protected Characteristic: Marriage and Civil Partnership**

*In England and Wales, marriage is a union between same sex or opposite sex couples. 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).*

*Whole school opportunities:*

Promotion of the UNICEF Rights of the Child

Rights Respecting Schools status: Bronze Award

Collective worship (see schedule)

Diversity within the curriculum (see individual knowledge and skills organisers)

Visitors/enrichments to enhance teaching

RE lessons link to marriage (see knowledge and skills organiser)

Links to PSHE (see individual knowledge and skills organiser)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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EYFS						
Year 1		RE: What does it mean to belong to a faith community? PSHE: People who care for us				
Year 2						
Year 3			RE: People of God - What is it like to follow God?			
Year 4						
Year 5	PSHE: Respectful relationships					
Year 6	PSHE: Different types of families					

**Protected Characteristic: Pregnancy and Maternity**

*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.*

**Whole school opportunities:**

Promotion of the UNICEF Rights of the Child

Rights Respecting Schools status: Bronze Award

Visitors/enrichments to enhance teaching, e.g. school nurse

Links to PSHE and Science curriculum (see individual knowledge and skills organisers)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	RE: Being Special - Where do we belong?					
Year 1						
Year 2		RE: Incarnation: Why does Christmas matter to Christians?				

Year 3						
Year 4						
Year 5			PSHE: Puberty 1 - Bodies and Reproduction PSHE: Puberty 2 - Changes			
Year 6						
<b>Protected Characteristic: Race</b> <i>Refers to a group of people defined by their race, colour, nationality (including citizenship) and ethnic or national origins.</i>						
<i>Whole school opportunities:</i> Promotion of the UNICEF Rights of the Child Rights Respecting Schools status: Bronze Award Trauma Informed School Behaviour Policy is based on the UNICEF Rights and TIS Approach Collective worship (see schedule) Focus on different significant events/themes, e.g. Black History Month Promotion of the different British Values Pupil voice .g. Pupil Parliament Visitors/enrichments Diverse range of inspiring quotes around the school Diversity within the curriculum (see individual knowledge and skills organisers)						
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
EYFS					PSHE: ELG	
Year 1						
Year 2						RE: Curriculum Kernewek Unit 1.8 CK4RE - What makes some people and places in Cornwall sacred?

<b>Year 3</b>	PSHE: World of Work	PSHE: Individual and Collective Strengths				
<b>Year 4</b>	PSHE: Respecting others		PSHE: Volunteering and Citizenship			RE: Curriculum Kernewek Unit L2.11 CK4RE - How and why do people in Cornwall mark significant events in community life?
<b>Year 5</b>	PSHE: A diverse community					
<b>Year 6</b>	PSHE: Different types of families PSHE: Healthy/harmful relationships					RE: Curriculum Kernewek Unit U2.12 CK4RE - Does faith help people in Cornwall when life gets hard?

**Protected Characteristic: Sex (gender)**

*A man or a woman.*

*Whole school opportunities:*

Promotion of the UNICEF Rights of the Child

Rights Respecting Schools status: Bronze Award

Trauma Informed School

Behaviour Policy is based on the UNICEF Rights and TIS Approach

Collective worship (see schedule)

Equal opportunities for genders, e.g. after school clubs, competitions etc.

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>EYFS</b>						
<b>Year 1</b>						
<b>Year 2</b>						
<b>Year 3</b>	PSHE: World of Work	PSHE: Individual and Collective Strengths				



<b>Year 4</b>	PSHE: Respecting others					
<b>Year 5</b>	PSHE: A diverse community		PSHE: Puberty 1 - Bodies and Reproduction PSHE: Puberty 2 - Changes			
<b>Year 6</b>	PSHE: Different types of families PSHE: Healthy/harmful relationships					

**Protected Characteristic: Sexual Orientation**

*A person's attraction towards their own gender, the opposite gender or more than one gender.*

*Whole school opportunities:*

Promotion of the UNICEF Rights of the Child

Rights Respecting Schools status: Bronze Award

Diversity within the curriculum (see individual knowledge and skills organisers)

Links to PSHE (see individual knowledge and skills organiser)

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>EYFS</b>						
<b>Year 1</b>						
<b>Year 2</b>						
<b>Year 3</b>						
<b>Year 4</b>						
<b>Year 5</b>						
<b>Year 6</b>	PSHE: Different types of families PSHE: Healthy/harmful relationships					