

Growing—how we change from a baby to an adult

All about me— families— grandparents and other family members

Visitors—grandparents

Small world play



## Protective Characteristics Pre School

Small world toys through play children learn about disability

Literacy—reading and film

Staff in school



Literacy story time

Multicultural stories

Role play

Circle time



Festivals from different cultures eg Christmas and Diwali

Celebrating our differences



All about me—members of the family, siblings—brothers and sisters

Small World

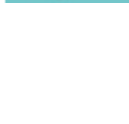
Role play—dolls and clothes

Stories



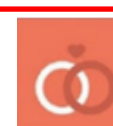
Festivals from different cultures eg Christmas and Diwali

Celebrating our differences



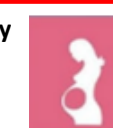
Festivals from different cultures eg Christmas and Diwali

Celebrating our differences



Pregnancy—mums coming into nursery with new babies

Literacy—stories which provoke talk about where did I come from?



All about me—family tree

Past and present

The Queen

Birthdays



## Protective Characteristics Reception

All about me—different families

People who help us—doctors and nurses

Red nose day

Sign language to accompany songs



Black history

Role play

Literacy—broad and balanced stories shared with children

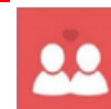


Christmas—The nativity story and Christmas songs.

Eid / Ramadan—visits from the local community

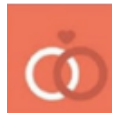
Easter—Easter story and songs, shrove Tuesday and lent

Visit from other religions in school



Show and tell family weddings

All about me family tree



Show and Tell—sharing experiences of new siblings.

Spring—new life

Life cycles



Timelines of key people

History unit on Chronology

Family members—ordering



## Protective Characteristics Year 1

PSHE—differences

Small world play

Staff in school

Celebrating differences—Paralympics



Black history

Historical key people

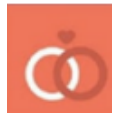
Positive role models such as Mo Farah and Marcus Rashford



Combatting stereotypes around roles and jobs via dance / stories and visitors



Weddings religions and faiths—daily news

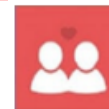


Religion

RE—Jewish / Christian and Humanist religion



Stories and sharing of experiences.



Science—

Life cycles

'animals including humans and Investigating living things'



## Protective Characteristics Year 2

Science : Animals including humans

History—focus on chronology

RE

Art—Artists from the past

Literacy—Stories and film to inspire writing



Staff in school

Circle time

Red Nose Day—Awareness of diverse disabilities

Sign Language



Black history

Historical key people

Grace Darling topic

Significant individuals Rosa Parks

Little People Big Dreams book



Celebrate International Womens' Day - 8th Mrch 2023



Religion

Ramadan and Eid—Daily news

Christianity

Passover

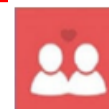
RE—Muslim Faith

Assembly

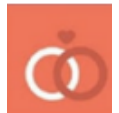


Circle time—same love different family

Broad and balanced selection of books



Marriage—circle time



Science—

Life cycles

'animals including humans and Investigating living things'



## Protective Characteristics Year 3

History—Chronology - how people from different eras lived

Different societies studied



Staff in school

Circle time

Red Nose Day—Awareness of diverse disabilities

King Tutankhamun being disabled



Black history

Historical key people



Celebrate International Womens' Day - 8th Mrch 2023

Skeletal system and muscles men and women



Religion

Ramadan and Eid—Daily news

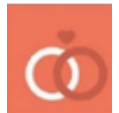
Similarities and differences between religion

Celebrations and festivals of different religions

Egyptian gods



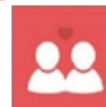
Marriage—circle time



Circle time—same love different family

Broad and balanced selection of books

Life cycles of humans



Science—

Life cycles

'animals including humans and Investigating living things'



## Protective Characteristics Year 4

History—Chronology - how people from different eras lived

Different societies studied



Black history

Historical key people

Music—different types of music



Religion

Ramadan and Eid—Daily news

Similarities and differences between religion

Celebrations and festivals of different religions

Egyptian gods



Staff in school

Circle time

Red Nose Day—Awareness of diverse disabilities

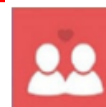
King Tutankhamun being disabled

Art—artists with disabilities



Newsround—current issues

Circle time—different families

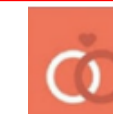


Celebrate International Womens' Day - 8th Mrch 2023

Skeletal system and muscles men and women Romans and Greeks—womens roles



PSHE—discussing different relationships



Science—

'animals including humans and Investigating living things'



## Protective Characteristics Year 5

History—Chronology - how people from different eras lived

Different societies studied

Morning starters—daily news



Staff in school

Circle time

Red Nose Day—Awareness of diverse disabilities

Art—artists with disabilities



Black history

Morning starters—Daily news



Celebrate International Womens' Day - 8th Mrch 2023

Kings and Quessns across the ages

Present day Monarchy



Religion and beliefs

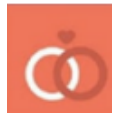
Daily news

Religion through history

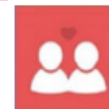
Assembly



PSHE—discussing different relationships



Newsround—current issues



Science—

'The menstrual cycle



History—Chronology - how people from different eras lived

Changes in the body

Growing up video

Transition to Secondary school

RE Life and Death

Social Media body image



Black history

Holes

Morning starters—Daily news



Religion and beliefs

Daily news

Religion through history

Assembly

Tolerance and respect



## Protective Characteristics Year 6

Staff in school

Circle time

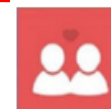
Red Nose Day—Awareness of diverse disabilities

Art—artists with disabilities



Newsround—current issues

Everyone welcome reading material



Celebrate International Womens' Day - 8th Mrch 2023

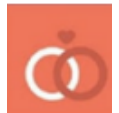
Kings and Quessns across the ages

Present day Monarchy



PSHE—discussing different relationships

Everyone Welcome reding material



Science—

'The menstrual cycle and sex education'





### **Active promotion of the protective characteristics at Brooke Hill Academy**

- Curriculum enrichment
- Logs of discrimination—report / restore
- Staff training eg PREVENT
- Everyone welcome book packages and lesson plans
- Wide range and varied assemblies
- 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
- 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 and Protected Characteristic talks
- Sporting, Art and Cultural Events
- Pupil Voice
- 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

- Extra-curricular activities, after-school clubs
- Educational Visits
- Fundraising for charities

## **How we embed through our ethos**

- 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 a field
- 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