



Protected Characteristics

Characteristic	Taught within	Links in the PSHE Cambridgeshire scheme	Links in other areas of the curriculum
Age	EYFS Year 2 Year 4	<p>Spring 1 -My body and growing up- 2. To understand ways in which their body has changed since they were a baby. 8. To recognise how they feel about growing up.</p> <p>Spring 1-RSE- 1. To know that humans produce babies that grow into children and then into adults (NC Science) 2. To consider the ways they have changed physically since they were born. (NC Science) 4. To consider their responsibilities now and compare these with when they were younger (CAB)</p> <p>Spring 1- RSE- 1. To understand the main stages of the human lifecycle: birth, baby, child, adolescent, adult, middle age, old age, death. 3. To investigate perceptions of being physically, emotionally and socially 'grown up'. (CAB)4. To consider their responsibilities and how these have</p>	<p>Science curriculum – Describe the changes as humans develop into old age -Animals including humans</p>

	<p>Year 5</p> <p>Year 6</p>	<p>changed and how they will change in the future. (CAB)</p> <p>Spring 1- RSE- 3. To know and understand about the physical changes that take place at puberty and how to manage them.(CAB)</p> <p>4. To understand that physical changes affect people in a variety of ways and at different rates.(CAB)</p> <p>Spring 1- RSE- 1. To be able to identify the main stages of the human lifecycle and identify the stage of an individual with reasonable accuracy. To be able to explain ideas about being grown up and show they have a relatively realistic view of adulthood.</p>	
Disability	<p>EYFS</p> <p>Year 1</p>	<p>Autumn 1- Beginning and Belonging - 1. To understand what is special about me and other people in my class 5. To understand ways of respecting the needs of other children in the class. (MS) 6. To begin to understand how to play and work alongside others at school. (SR)</p> <p>Autumn 1- Beginning and Belonging-1. To participate in discussions about how to help the classroom to feel like a place where they can learn safely and happily. (RR) 4. To have some ideas about how to help new people feel welcome in the class. (MW) 6. To be able to identify adults who can help them if they need support. (BS) 7. To know how to ask for help, and to have some ideas about how they can help each other. (BS)</p>	<p>Anti- bullying week</p> <p>Mental health week and work done by Mental Health Ambassadors eg, Worry boxes</p> <p>NSPCC Assembly Speak out</p> <p>Stay Safe Assemblies</p> <p>Visitors</p> <p>Parallel Games sports</p> <p>Routes to Resilience curriculum</p> <p>SEND planning/tracking/curriculum</p> <p>Extracurricular activities</p> <p>Inclusion</p>

	Year 3	<p>Spring 2- My Emotions-2. To know what might prompt different feelings in themselves and others and understand that their emotions and actions can have an effect on themselves and others. (MW) 4. To know how to get support when they need it. (MW)</p> <p>Autumn 1- Beginning and Belonging -1. To contribute to helping the school feel like a place where everyone can learn safely and happily. (RR) 4. To know how to help new people feel welcome in the class and in the school. (RR) 7. To know when they might need help, how to ask for it and to have some ideas about how to help other people in different situations. (BS)</p> <p>Spring 2- My Emotions- 2. To begin to understand what is meant by “mental health” or “mental wellbeing” and why this is as important as physical wellbeing. (MW) 3. To understand some of the ways emotions may affect our interactions, and to show care towards others and their emotions. (MW) 4. To be able to identify their worries and decide what they might do about them. (MW) 5. To be able to get support when they need it. (MW)</p>	
	Year 5	<p>Autumn 1- Beginning and Belonging-1. To develop ideas to help school to feel a safer, happier place and develop an awareness of how my own actions may impact upon the feelings of others. (RR) 4. To know how to help new people feel welcome, in a range of situations in and out of school. (CF) 6. To be able to identify a range of sources of support and</p>	

		<p>know how to seek help. (BS) 7. To be able to ask for help and support for others, report concerns and keep trying until they are heard. (BS)</p> <p>Spring 2- My Emotions- 2. To recognise emotions in others and consider their responses. (MW) 4. To be able to describe how mental wellbeing is a part of daily life for everyone. (MW) 5. To understand what is meant by mental ill health, and how common this is. (MW) 8. To understand what is meant by someone's identity, and what might influence how confident and comfortable we feel in our identity.(RR) 10. To know when they might need support, who they might approach, and how to do this. (MW)</p>	
Race	EYFS	<p>Autumn 2- Identities and Diversity-1. To understand how they belong to their class, and to recognise similarities and differences between themselves and others in their class. 3. To recognise similarities and differences between the ways that families live their lives. 5. To understand that it is important to respect other people's differences and the ways in which they live their lives.</p> <p>Autumn 1 Family and Friends-4. To understand that people and families have different beliefs and customs that are important and special to them. 5. To understand that it is important to respect other people's differences and the ways in which they live their lives. 6. To understand ways that people and families celebrate their beliefs and ways of life.</p>	<p>Black History Month work Diwali assembly, EID, Hanukkah, Christmas, etc Anti bullying week NSPCC assembly- speak out stay safe Assemblies on differences, diversity, Tolerance, British values, Famous people of all backgrounds Routes to Resilience respect RE Christianity and all 6 faiths covered Sponsor teacher in Tanzania Twin Toileting project – Global and community links</p>

	Year 1	<p>Autumn 2- Diversity and Communities-1. To begin to understand what builds their sense of identity through exploring similarities and differences. (RR)3. To express their family’s structure, traditions, culture and beliefs and recognise that other families are different. (FP)4. To recognise different groups they belong to and the different backgrounds of people they know. (RR) 5. To understand how people might be affected by stereotypes.(RR)</p>	<p>Community work support ALL races British Values work</p>
Year 2	<p>Autumn 1-Rights, Rules and Responsibilities-7. To be able to share opinions, taking turns and valuing the views of others by listening actively. (RR)</p> <p>Autumn 2 –Anti-Bullying-4. To begin to understand that bullying may happen when people do not respect others who may seem different.(RR)</p>		
Year 3	<p>Autumn 2- Diversity and Communities-1. To explore how perceived similarities and differences contribute to the building of a sense of identity. (RR) 4. To understand about the breadth of cultures, traditions and beliefs of people in their locality. (RR)5. To understand the importance of valuing difference and diversity. (RR) 6. To understand what stereotypes are, their negative effects and ways to challenge them(RR)</p>		
Year 4	<p>Autumn 1-Rights, Rules and Responsibilities- 3. To recognise what it feels like to be treated with respect, understand what is meant by respect towards others and develop skills to demonstrate this. (RR) 4. To identify those in positions of authority in</p>		

	Year 3	<p>7. To be able to share opinions, taking turns and valuing the views of others by listening actively. (RR)</p> <p>Autumn 1-Beginning and Belonging-4. To know how to help new people feel welcome in the class and in the school. (RR) 5. To learn strategies to help if they are in a new situation or learning something new. (MW)</p> <p>Autumn 1- Family and Friends-8. To identify people, other than family members, who are special to them now and to recognise how they affect and support each other (FP)</p>	
	Year 4	<p>Autumn 1- rights, rules and responsibilities-3. To recognise what it feels like to be treated with respect, understand what is meant by respect towards others and develop skills to demonstrate this. (RR) 4. To identify those in positions of authority in school and the wider community and explore ways to show respect. (RR)</p>	
	Year 5	<p>Autumn 1-Beginning and Belonging-3. To recognise the emotions people might feel in a new situation and how to support them. (MW) 4. To know how to help new people feel welcome, in a range of situations in and out of school. (CF)</p> <p>Autumn 1- Family and Friends-5. To understand how communication, empathy and compromise all contribute to resolving conflict. (CF)</p>	

	Year 6	<p>Autumn 1-Rights, rules and responsibilities -3. To recognise their right to feel respected and their responsibility to show respect to all, including those in positions of authority and those we meet online. (IS/RR) 5. To describe views about courtesy and manners amongst people they know and places they go. (RR)</p> <p>To be able to state some of the rights in the United Nations Convention on the Rights of the Child and explain why they are important.</p> <p>Spring 1- RSE- 6. To be aware of and respect a wide range of family arrangements (FP)</p>	
Gender	<p>EYFS</p> <p>Year 1</p> <p>Year 2</p>	<p>Spring 1- My body and growing up-1. To describe their own appearance and name external body parts. 4. To recognise similarities and differences between the bodies of girls and boys, including using agreed names for the sexual parts.</p> <p>Spring 1- RSE -1. To recognise the main external parts of the bodies of humans, including names for sexual parts.(BS)</p> <p>Autumn 2-Diversity and Communities-1. To begin to understand that perceptions of gender may limit personal expression and choice.(RR)</p> <p>Spring 1- RSE-1. To know that humans produce babies that grow into children and then into adults (NC Science)</p> <p>2. To consider the ways they have changed physically since they were born. (NC Science) 6. To understand that not all families are the same, but</p>	<p>History- toys, dolls</p> <p>Black History month</p> <p>Science- animals including humans</p> <p>Extracurricular activities inclusive</p> <p>Assemblies</p>

	Year 3	<p>that love and care should be at the heart of all families (FP)</p> <p>Spring 1- RSE-1. To know scientific names for male and female sexual parts and use them confidently. (BS) 2. To understand times to talk about private body parts, how they change and identify trustworthy and approachable adults.(BS) 3. To value and respect their own bodies and understand their uniqueness</p> <p>Autumn 2- Diversity and Communities- 2. To explore personal characteristics often associated with gender and understand how these affect behaviour, identity and choices.(RR)</p>	
	Year 4	<p>Spring 1- RSE-1. To understand the main stages of the human lifecycle: birth, baby, child, adolescent, adult, middle age, old age, death. 3. To investigate perceptions of being physically, emotionally and socially 'grown up'.(CAB)</p>	
	Year 5	<p>Spring 1- RSE-1. To identify male and female sexual parts confidently and describe their functions.(BS) 2. To know terminology for sexual parts appropriate for use in different situations. (BS) 3. To know and understand about the physical changes that take place at puberty and how to manage them.(CAB) 4. To understand that physical changes affect people in a variety of ways and at different rates. (CAB)</p> <p>Autumn 2- Diversity and Communities-2. To explore how perceptions of gender amongst peers and the</p>	

	Year 6	<p>media affect identity, emotions, friendships, behaviour and choices.(RR)</p> <p>Spring 1- RSE-1. To know about different ways babies are conceived and born, including sexual reproduction and sexual intercourse.(Sex Education) 2. To be able to recognise their changing emotions with friends and family and be able to express their feelings and concerns positively. (CAB) 6. To be aware of and respect a wide range of family arrangements e.g. second marriages, fostering, same sex partners and extended families. (FP)</p>	
Pregnancy and maternity	Year 6	<p>Spring 1- RSE-1. To know about different ways babies are conceived and born, including sexual reproduction and sexual intercourse.(Sex Education) 4. To have an awareness that there should be stable, caring relationships in a family to ensure children are cared for securely. (FP)</p>	Science- animals including humans (year 5/6)
Marriage and civil partnership	<p>EYFS</p> <p>Year 1</p>	<p>Autumn 1- My family and Friends- 2. To understand how they belong to their family. 3. To recognise similarities and differences between the ways that families live their lives. 4. To understand that people and families have different beliefs and customs that are important and special to them. 5. To understand that it is important to respect other people's differences and the ways in which they live their lives. 6. To understand ways that people and families celebrate their beliefs and ways of life.</p> <p>Autumn 1- My family and Friends- 7. To understand why families are important for children as they grow up and how people in families care for each other (FP)</p>	Weddings in religions Assemblies

	Year 2	<p>Autumn 2- Diversity and Communities- 3. To express their family's structure, traditions, culture and beliefs and recognise that other families are different.(FP)</p>	
	Year 3	<p>Spring 1 – RSE- 6. To understand that not all families are the same, but that love and care should be at the heart of all families (FP)</p> <p>Autumn 1 – Family and Friends- 7. To understand that healthy families protect and care for each other in difficult times. (FP)</p> <p>Autumn 2- Diversity and Communities-3. To know that families are made up in a variety of ways.(FP)</p>	
	Year 4	<p>Spring 1 – RSE- 5. To consider the wider responsibilities that families have for the physical and emotional wellbeing of babies and children (FP)</p>	
	Year 5	<p>Autumn 1 – Family and Friends-2. To explore the concepts of trust and loyalty in changing relationships, on and offline. (CF) 7. To understand that healthy families are committed to supporting each other as the needs of the members change. (FP)</p> <p>Autumn 2- Diversity and Communities-4. To understand why people should show respect for those with different lifestyles, beliefs and traditions and explore ways to demonstrate respect.(RR)</p>	
	Year 6	<p>Spring 1 – RSE- 4. To have an awareness that there should be stable, caring relationships in a family to ensure children are cared for securely. (FP) 5. To consider the reasons people enter marriage, civil partnerships e.g. love, trust, commitment. (FP) 6. To be aware of and respect a wide range of family</p>	

		arrangements e.g. second marriages, fostering, same sex partners and extended families. (FP)	
Sexual Orientation	EYFS	Autumn 1- Beginning and Belonging -1. To understand what is special about me and other people in my class	NPSCC assembly Anti bullying week Well-being week
	Year 1	Autumn 2- Diversity and Communities -1. To begin to understand what builds their sense of identity through exploring similarities and differences. (RR)	
	Year 2	Autumn 2 – Anti-Bullying - 4. To begin to understand that bullying may happen when people do not respect others who may seem different.(RR)	
	Year 3	Autumn 2- Diversity and Communities -1. To explore how perceived similarities and differences contribute to the building of a sense of identity. (RR)	
	Year 4	Autumn 2 – Anti-Bullying - 4. To be able to understand how bullying can occur when people do not respect and empathise with their diverse peers.(RR)	
	Year 5	Autumn 2- Diversity and Communities -1. To explore the elements that make up people's identities and how others' perceptions can influence identity. (RR) 5. To recognise the negative effects of stereotyping and how they might lead to prejudice.(RR)	

	Year 6	Autumn 2 – Anti-Bullying -6. To understand more about forms of prejudice-based bullying.(CF) 9. To understand personal circumstances that may lead someone to engage in bullying or become a target of bullying. (MW)	
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