



Equalities and Diversity in the Curriculum

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Our curriculum 'year' is divided into three cycles which builds pupil knowledge of the world.

Our curriculum is built around **The Equalities Act of 2010** and the **Protected Characteristics**.

The Protected Characteristics

Gender	Race	Disability
Maternity	Sexual Orientation	Faith and Religion
Gender reassignment	Age	Marriage and Civil Partnership

The protected characteristics are **deliberately and specifically planned** into the whole school curriculum and **taught** through significant people and events in history – people who have faced barriers or discrimination because of their differences, and how they were able to overcome those barriers. We also use the power of storytelling to explore each protected characteristic in each year group. Each class have a collection of stories that exemplify each protected characteristic. The progression of storytelling can be found [here](#).

There are opportunities for pupils to reflect, discuss and give their own views on attitudes towards the protected characteristics in the past and how these might be similar or different from attitudes that exist today.

Every classroom has a display of the protected characteristics. Through the taught curriculum, each protected characteristic is taught. For example, in Year 2, children learn about Walter Tull on Remembrance Day and make links to race by reflecting on Tull's experience.. In Year 6, children read Wonder by RJ Palacio, exploring the experience of people living with disabilities, as inspiration to create a 'Choose Kind' campaign: members of the pupil sign up and pledge to Choose Kind.

Further examples from across the curriculum in each year group can be found below. This is not an exhaustive list. Teachers capitalize on any appropriate opportunity to explore the protected characteristics, such as when children watch Newsround, during story time or matters/questions raised by children.

The Protected Characteristics and where they appear in the Curriculum

Year	Protected Characteristics in the curriculum
FS2	<p>Gender <i>Autumn 1:</i> Who I am? What is special to me? Getting to know one another and know our likes/ dislikes/ hobbies and interests. Accepting all and celebrating individuality. Totley Together time: What is special to me? What am I good at? What do I enjoy doing or playing with? Storytime: <i>Pink is for Boys</i>, by Robb Pearlman. <i>Julian is a Mermaid</i>, by Jessica Love. <i>The Girls</i>, by Lauren Ace</p> <p>Race Totley Together time: Are we all the same/ different? How are we different and unique? Storytime: <i>Amazing Grace</i>, by Mary Hoffman. <i>Sulwe</i>, by Lupita Nyong'o. <i>Elmer</i>, by David McKee</p> <p>Disability Can you see every disability?' Children survey school who lives with a disability and if it is visible or not, with a corridor display to showcase results. <i>What is the same and what is different about each of us?</i> Storytime: <i>Having a Disability</i>, by Junstina Chen Hedley. <i>Athlete visit. Visits from parents/ people in the community who live with a disability.</i></p> <p>Maternity <i>Autumn 1:</i> Are all of our families the same? What words do I use in my family? Looking at photos of our different family set ups. Storytime: <i>The Family Book</i>, by Todd Parr. <i>Mummy, mama and me</i>, by Leslie Newman. <i>The Great Big Book of Families</i>, And <i>Tango Makes Three</i>, by Justin Richardson.</p> <p>Sexual Orientation Storytime: <i>The Girls</i>, by Lauren Ace. <i>Julian is a Mermaid</i>, by Jessica Love</p> <p>Faith and Religion <i>What does it mean to be Hindu, Muslim, Christian or Jewish? What is a wedding? How do different families celebrate? How do people celebrate in different countries? How do Hindus, Jews, Christians and Jews celebrate? Hats of Faith</i>, by Medeia Cohan. <i>Who am I? - Children given opportunities to share their own families' faith/ religion. Parents/ carer/ people of particular faith to visit to discuss religion and way of life.</i></p> <p>Gender reassignment Jamie Olly Pike (access on YouTube) - What made Jamie the happiest? Discussions around what makes us happy and why it's important to do what you enjoy and what makes you happy.</p> <p>Age Discussions around how we have changed since we were a baby, how have we changed over the course of the year? What is happening to our bodies? Looking at photographs of teachers/ family members as children - how have they changed? Storytime: <i>Meena</i>, by Sine van Mol</p> <p>Marriage and Civil Partnership <i>Story time: Mummy, mama and me</i>, by Leslie Newman. <i>The Girls</i>, by Lauren Ace</p>
1	<p>Gender <i>Story Time, Science - body parts and identity 'How are boys and girls different?'. PSHE - how do we keep our bodies safe and show respect to others bodies? (The Pants Talk).</i></p> <p>Race <i>Story Time: Rainbow Fish, Elmer, My Khimar, Vinny's Diwali, My World Your World, My Brown Skin.</i></p> <p>Disability <i>Story Time (Don't Call Me Special) Athlete Visit</i></p>

	<p><i>Science - What are the 5 senses - how do they help us to interpret the world? What happens if 1 of our senses doesn't work?</i></p> <p><i>Music - sign language to match with songs.</i></p> <p>Maternity Are all families the same? Story Time: Mummy, Mama and Me</p> <p>Sexual Orientation Are all families the same? Story Time: William's Doll and My Princess Boy</p> <p>Faith and Religion What makes a religion special? How do Christians and Hindus celebrate as a family? How do Christians and Hindus celebrate around the world? Stories of Jesus. How do different Christians and Hindu's celebrate a wedding?</p> <p><i>Easter & Christmas Story</i></p> <p><i>Church visit</i></p> <p><i>What communities do I belong to?</i></p> <p>Gender reassignment Story Time: My Princess Boy, by Cheryl Kilodavis</p> <p>Age How will my body change as I grow up? Story Time: My Grandpa is Amazing, Age On Together and When I was Young</p> <p>Marriage and Civil Partnership Story Time: Donovan's Big Day, Mummy, Mama and Me</p>
2	<p>Gender Story Time: I am Jazz, by Jazz jennings.</p> <p>Race Children learn about Walter Tull in history, the first black officer to lead white troops into battle. Story Time: When We Say Black Lives Matter, by Maxine Clarke.</p> <p>Disability Story Time: Just Ask by Sonia Sotomayor.</p> <p>Sexual Orientation Story Time: This Day In June, by Gayle Pitman</p> <p>Faith and Religion What makes a religion special? How do Jews and Muslims celebrate as a family? How do Jews and Muslims celebrate around the world?</p> <p>Gender reassignment Story Time: Phoenix Goes to School, by Michelle Finch</p> <p>Age Story Time: Miz Berlin Walks, by Jane Yolen</p> <p>Marriage and Civil Partnership Story Time: Stella Brings the Family, by Miriam Schiffer.</p>
3	<p>Gender Gender is a key theme in the history learning journeys as we look at the daily life of children and compare the roles men and women had. Children compare to gender equality in modern day Britain. We are reading The Firework Maker's Daughter at the moment and having discussions about Lila, as she wants to break tradition and become a firework maker but her father thinks she should get married.</p> <p>Race We regularly read short stories carefully chosen from 'Little Leaders: Exceptional Men in Black History.' When learning about Roman emperors, children learn about Septimius Severus and compare the fact that while the</p>

	<p><i>Roman Empire had a black emperor, the UK is yet to have a black Prime Minister.</i></p> <p>Disability <i>We had a visit from a Paralympic Gold Medalist from the GB Wheelchair basketball team. We recently read, "I Talk Like a River" by Jordan Scott and Sydney Smith about a little boy learning to understand his stammer. Children read Six Dots as a way to explore</i></p> <p>Maternity <i>In our Personal Development lessons on consent, we answer questions about periods and pregnancy, and also talked about how it is absolutely acceptable NOT to have a baby.</i></p> <p>Sexual Orientation <i>In Personal Development lessons, we read stories like Prince and the Frog and in a recent lesson about consent, we were discussing that with newer developments with science and changing attitudes, same-sex couples can have a babies and families. Children learn about the impact Hadrian had on Britain and compare the fact that while Hadrian was an openly gay emperor, Britain is yet to have an openly gay Prime Minister.</i></p> <p>Faith and Religion <i>What can we learn from religious stories? Where, how and why do people pray in Sheffield? What can we learn from great leaders and inspiring examples in today's world?</i></p> <p>Gender reassignment <i>On Transgender Visibility Day, children learn about Christine Jorgensen, Lavern Cox, Jazz Jennings, Geena Rocero, Alex Bertie and Chris Mosier. Children vote for who they believe to be the greatest Transgender Trailblazer.</i></p>
4	<p>Gender <i>Gender is a theme in the Anglo Saxons learning journey in history when understanding Anglo Saxon society. Children reflect on the equality and inequality in Anglo Saxon society and compare this to Roman and modern day British society.</i></p> <p>Race <i>When answering the question 'What image do we have of the Vikings and is it fair?' as historians, children reflect on the impression we have of other immigrants to the UK in the present day and how that may be unfair.</i></p> <p>Disability <i>Personal development: Emmanuel's Dream by Laurie Ann Thompson and Sean Qualls</i></p> <p>Sexual Orientation <i>Personal development: King and King by Linda de Haan & Stern Nijland</i></p> <p>Faith and Religion <i>How did religions begin? How did the Church of England begin? How do people express their religion on pilgrimages?</i></p> <p>Gender reassignment <i>On Transgender Visibility Day, children learn about Christine Jorgensen, Lavern Cox, Jazz Jennings, Geena Rocero, Alex Bertie and Chris Mosier. Children vote for who they believe to be the greatest Transgender Trailblazer.</i></p> <p>Marriage and Civil Partnership <i>Personal development: King and King by Linda de Haan & Stern Nijland</i></p>

5	<p>Gender When learning how laws are made in History, children compare how the devolved nations approached gender equality.</p> <p>Race Story Time: Noughts and Crosses, by Malorie Blackman</p> <p>Disability When learning ‘What makes the UK unique?’, children examine UK disability equality laws and compare these with less progressive nations around the world.</p> <p>Maternity Children meet and interview new parents about the responsibility and choices as a parent, including same sex parents. Story Time: And Tango Makes Three.</p> <p>Sexual Orientation When learning about ‘How was society changed in the twentieth century in History, children examine laws that made it illegal to discriminate against a person because of their race or gender in the 1965 and 1975 Acts respectively.</p> <p>Faith and Religion <i>What do sacred texts say about the origins of life? Are there any expectations of people following a religion or belief? What do different religions think about life after death?</i></p> <p>Gender reassignment On Transgender Visibility Day, children learn about Christine Jorgensen, Lavern Cox, Jazz Jennings, Geena Rocero, Alex Bertie and Chris Mosier. Children vote for who they believe to be the greatest Transgender Trailblazer.</p> <p>Age Story Time: 1,000 Year Old Boy</p> <p>Marriage and Civil Partnership Children learn how the devolved nations approached legalising same sex marriage as a case study on the different ways laws can be made (referendum in Ireland, Parliament in the UK).</p>
6	<p>Gender Reference to Mary Anning not getting the recognition and respect a male scientist would likely receive when she discovered never before seen fossils.</p> <p>Race Poetry - Equality - We Refugees - Caged Bird - Still, I Rise with contextual information about the poets</p> <p>Disability Text - <i>Wonder</i> about a boy with a facial deformity. English leaflets about bullying and discrimination.</p> <p>Maternity Children meet and interview parents who used IVF in order to have children. In Personal Development, children learn to answer the question <i>Why is having a baby known as a ‘responsibility’?</i></p> <p>Sexual Orientation <i>How can we make Sheffield a city of tolerance and respect?</i></p> <p>Faith and Religion <i>How do people’s beliefs shape their lives? What contributions do religions make to local life in Sheffield/ How do religions and beliefs respond to the importance of the environment?</i> Story Time: Letters from the Lighthouse (Jewish discrimination). Children learn about discrimination and the Holocaust in 1930s and 1940s Nazi Europe.</p> <p>Gender reassignment On Transgender Visibility Day, children learn about Christine Jorgensen, Lavern Cox, Jazz Jennings, Geena Rocero, Alex Bertie and</p>

	<p>Chris Mosier. Children vote for who they believe to be the greatest Transgender Trailblazer.</p>
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Equalities Assemblies - Themes and Focus

Equality	Gender	Race and Ethnicity	Faith or Belief	All equalities
Week 1		What is race and ethnicity?	What is faith or belief?	Disability: Ellie Simmonds (kindness)
Week 2	Equalities Act and examples of gender inequality	The Age of Exploration – different worlds	The big 4 religions –things in common (respect)	Disability: Helen Keller (resilience)
Week 3	Sheffield ‘women of steel’ (resilience)	The Slave Trade (kindness)	Ghandi: Hindu peaceful protest (kindness)	Maternity: Marie Curie: (resilience) in science
Week 4	Florence Nightingale and Mary Seacole (respect)	Harriet Tubman and freedom (team work)	Mother Theresa- ‘The little things in life’ (kindness)	Age: Greta and David (confidence) for opinions
Week 5	Malala and the Taliban (confidence)	Segregation in the 1950s (respect)	Ibtihaj Mohammed (respect):	Disability: Stephen Hawking (respect)
Week 6	Ada Lovelace (resilience)	Black Civil Rights (Martin Luther) (respect):	Lord Shaftsbury: Victorian social reform (kindness)	(race and ethnicity) William Wilberforce
Week 7	Local MP: Olivia Blake (confidence)	Rosa Parks (respect)	Muhammed Ali: peace not violence (respect)	Race: Nelson Mandela (resilience) in captivity
Week 8	Helen Sharman (resilience)	Windrush (respect)	Anne Frank (resilience)	Gender: Michele Obama (respect) for young girls
Week 9	Michele Nott: What it’s like to be a [female] leader (confidence)	Windrush – impact on British History	Marcus Rashford (respect) closing disadvantage gap	Reflections on the Equalities and TPS from Alex, Chair of Governors

