Archbishop Cranmer C of E Primary Academy
Protected Characteristics Progression Map

At Archbishop Cranmer we are committed to ensuring that every pupil is valued, included and able to participate fully in school life. Through our curriculum, collective worship and wider provision, pupils learn about the nine protected characteristics:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

We believe that promoting equality and celebrating diversity are essential to pupils' personal development. This work is rooted in our Christian vision, 'Striving for life in all its fullness' (John 10:10), and our Take Care values. Pupils are taught that every person has equal dignity and that difference is a normal and valued part of our school, our community and modern Britain.

How protected characteristics are embedded across school

Protected characteristics are considered throughout our curriculum and approach to school life. Staff plan meaningful opportunities for pupils to encounter different people, families, beliefs and experiences, and to develop the knowledge and language needed to recognise and challenge discrimination.

We achieve this through:

- Using Kapow Primary RSE and PSHE to provide planned, progressive teaching about families and relationships, identity, respectful behaviour, stereotypes, safety, physical and emotional development, and inclusion.
- Using Picture News each week in whole-school assemblies and class reflections. Current news stories provide regular opportunities to discuss equality, diversity, inclusion, respect and discrimination in an age-appropriate way.
- Identifying relevant protected characteristics explicitly on all staff medium-term plans so that curriculum links are deliberate and visible.
- Displaying the protected characteristics in every classroom and referring to them through teaching, discussion and reflection.
- Providing a broad curriculum through which pupils encounter diverse authors, characters, historical figures, scientists, artists, cultures, religions and worldviews.
- Selecting books, images, visitors and role models that reflect diversity and challenge stereotypes.
- Using collective worship, Christian Values, Anti-Bullying Week, pupil leadership and courageous advocacy to help pupils put respect, fairness and inclusion into action.
- Teaching pupils how to recognise prejudice-related language and behaviour, report concerns, seek support and safely challenge discrimination.
- Ensuring that prejudice-related incidents are challenged and addressed consistently by staff.

Age

Pupils learn that people at different stages of life may have different experiences, needs and responsibilities, while retaining equal dignity. We challenge assumptions about what younger or older people can do or contribute.

This is promoted through:

- EYFS discussions about babies, children and adults, including pupils' own growth and development.
- Science teaching about life cycles, human development and changes from birth to old age.
- Books, visitors and role models representing people from different generations.
- Picture News stories which explore the experiences, achievements and contributions of people of different ages.

Disability

We present disability through a strengths-based and inclusive lens. Pupils learn that some disabilities are visible and others are not, and that barriers within environments or attitudes can make participation more difficult.

This is promoted through:

- Positive representation of people with different abilities within books, resources and the wider curriculum.
- Science learning about the senses, bodies, inheritance and variation.
- History, sport and English examples, including the Paralympics and texts featuring disabled people and their experiences.
- Inclusive classroom practice, signing and adapted resources which normalise different ways of communicating, learning and participating.
- Teaching pupils to recognise and challenge disability-related stereotypes and discrimination.

Gender reassignment

Teaching begins with identity, belonging and freedom from gender stereotypes. Pupils learn that interests, strengths, careers and aspirations are not limited by gender and that nobody should be treated unfairly because of who they are.

As pupils mature, they develop age-appropriate understanding of the protected characteristic of gender reassignment and learn that people who are transitioning or have transitioned must be treated with dignity and respect.

This is promoted through:

- Kapow RSE and PSHE teaching about identity, belonging, respectful relationships and stereotypes.
- Curriculum texts and role models which challenge assumptions about gender.
- Staff using inclusive language and challenging gender-based or transphobic comments.
- Teaching pupils how to report or safely challenge discriminatory language and behaviour.

Marriage and civil partnership

Pupils learn that families can be structured in different ways and are characterised by love, care and support. They develop an age-appropriate understanding of marriage and civil partnership as committed relationships.

This is promoted through:

- Kapow RSE and PSHE teaching about families, relationships, commitment and consent.
- Books, images and classroom resources which represent a range of family structures.
- Respectful discussion which avoids assuming that every family looks the same.
- Teaching pupils that nobody should be treated unfairly because they are married, in a civil partnership or part of a particular family structure.

Pregnancy and maternity
Pupils learn about babies, growth, pregnancy and family life with sensitivity and without assumptions. Scientific knowledge develops alongside respect for privacy, caring responsibilities and different routes to parenthood.
This is promoted through:

- EYFS discussions and photographs exploring how pupils have grown and changed since they were babies.
- Science learning about life cycles, growth, puberty and reproduction.
- Kapow RSE and PSHE teaching about growing and changing, relationships and family life.
- Positive representation of pregnancy, babies and caring roles.
- Teaching older pupils that pregnancy and maternity are protected characteristics and that fair treatment, safety and support are important.

Race
We celebrate racial, ethnic and cultural diversity throughout the year. Pupils learn to recognise racism, stereotypes and unequal representation and understand how people from diverse backgrounds have shaped Britain and the wider world.
This is promoted through:

- Diverse authors, characters, histories, scientists, artists and role models across the curriculum.
- Curriculum examples including Nelson Mandela, Wangari Maathai, Windrush, Black history and the women represented in *Hidden Figures*.
- Picture News reflections about racism, culture, migration, representation and equality.
- Books and classroom resources which positively represent different racial, ethnic and cultural backgrounds.
- Explicit teaching about how to identify, report and challenge racist language and behaviour.

Religion or belief
As a Church of England school, our Christian vision is central to school life. Through RE and the wider curriculum, pupils also encounter a range of religions and non-religious worldviews. They learn to ask thoughtful questions, consider different perspectives and disagree respectfully.
This is promoted through:

- A rich RE curriculum which teaches Christianity and a range of religions and worldviews.
- Collective worship, Christian Values, the Worship Committee and Spirited Arts.
- Visits, visitors and the study of different religious festivals and traditions.
- Thoughtful discussion of moral and philosophical questions.
- Picture News reflections which encourage pupils to consider a range of beliefs and viewpoints.
- Teaching pupils about freedom of religion or belief and challenging religious prejudice.

Sex
Pupils learn about biological sex, bodies and human development while challenging the idea that sex determines interests, abilities, subjects, careers or roles. Teaching also develops pupils' understanding of privacy, personal boundaries and consent.
This is promoted through:

- Science and Kapow RSE and PSHE teaching about bodies, hygiene, puberty and reproduction.
- Teaching correct anatomical vocabulary at an age-appropriate level.
- Teaching about privacy, personal boundaries and consent.

- Using books, role models, sport and curriculum examples which challenge sex-based stereotypes.
- Ensuring that girls and boys have equal access to opportunities, responsibilities and leadership roles.
- Challenging sexist language, teasing or exclusion.

Sexual orientation

Pupils learn that families and committed relationships can take different forms, including families with same-sex parents. Older pupils develop age-appropriate vocabulary and understand that homophobic language or discrimination is unacceptable.

This is promoted through:

- Kapow RSE and PSHE teaching about different families, relationships, respect and inclusion.
- Books, images and classroom resources which reflect a range of family structures.
- Teaching pupils not to make assumptions about other people's families or relationships.
- Teaching older pupils how to recognise, report and safely challenge homophobic language or behaviour.
- Reinforcing the principle that nobody should be treated unfairly because of whom they love.

Progression from Foundation to Year 6

Our protected-characteristics progression map shows how pupils' knowledge, vocabulary and ability to respond respectfully develop from Foundation to Year 6. Learning is cumulative: later teaching builds on pupils' earlier understanding and introduces increasingly precise language and more complex concepts in an age-appropriate manner. Progression is supported through planned curriculum teaching, Kapow RSE and PSHE, weekly Picture News assemblies, class reflections and the wider life of the school. This enables pupils to move from recognising and valuing simple similarities and differences to understanding protected characteristics, identifying discrimination and contributing actively to an inclusive school and society.

	Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Age	Notice that babies, children and adults are at different stages of life. Talk about how I have grown and changed. **Vocabulary:** baby, child, adult, grow	Recognise that people of different ages may have different needs, experiences and responsibilities. Show care for younger and older people. **Vocabulary:** age, younger, older, care	Describe stages in human life and understand that friendships and families can include people of many ages. **Vocabulary:** life stage, generation, responsibility	Challenge simple assumptions about what someone can do because of their age. Listen to experiences from different generations. **Vocabulary:** stereotype, generation, experience	Explain why people should not be excluded or treated unfairly because of age. Consider accessibility and participation at different life stages. **Vocabulary:** discrimination, inclusion, accessibility	Relate scientific learning about human development and ageing to respectful attitudes towards people of all ages. **Vocabulary:** development, ageing, dignity	Evaluate age-based stereotypes in news, media and society and explain how these may affect opportunities and wellbeing. **Vocabulary:** ageism, representation, equality

Disability	Recognise that bodies, minds and ways of communicating can be different. Include others in play and ask an adult when someone needs help. **Vocabulary:** same, different, help, include	Understand that people may experience the world in different ways, including through their senses. Notice strengths as well as support needs. **Vocabulary:** senses, ability, support	Recognise that some disabilities can be seen and others cannot. Use respectful words and include people in shared activities. **Vocabulary:** disability, visible, invisible, respect	Explain that barriers in places or attitudes can make participation harder. Suggest practical ways to make an activity more inclusive. **Vocabulary:** barrier, access, adjustment, inclusion	Explore disability through history, sport and literature. Challenge the idea that disability determines a person's talents or ambitions. **Vocabulary:** Paralympics, stereotype, achievement	Understand that disabled people have equal rights and may need reasonable changes so they can access the same opportunities. **Vocabulary:** rights, equality, reasonable adjustment	Analyse representation and discrimination affecting disabled people and advocate for accessibility, dignity and meaningful participation. **Vocabulary:** ableism, representation, advocacy
Gender Reassignment	Know that everyone is unique and should feel that they belong. Avoid rules about toys, colours, interests or jobs being only for girls or boys. **Vocabulary:** unique, belong, girl, boy	Challenge simple gender stereotypes and respect how other people describe themselves. **Vocabulary:** identity, stereotype, respect	Recognise that interests, strengths and aspirations are not limited by gender. Respond kindly when someone is different from expectations. **Vocabulary:** gender, identity, aspiration	Understand that identity is personal and that nobody should be mocked or excluded because they do not fit gender stereotypes. **Vocabulary:** identity, prejudice, inclusion	Explain that the Equality Act protects people who are transitioning or have transitioned. Use respectful, age-appropriate language. **Vocabulary:** gender reassignment, protected, transition	Recognise transphobic language or behaviour as discrimination and know how to report or challenge it safely. **Vocabulary:** transphobia, discrimination, ally	Evaluate stereotypes and representation relating to gender identity and explain the importance of privacy, dignity and equal treatment. **Vocabulary:** gender identity, representation, dignity
Marriage and Civil Partnership	Know that families can look different and that loving families care for and support one another. **Vocabulary:** family, love, care	Recognise a range of family structures without assuming that every family is the same. **Vocabulary:** family, relationship, different	Understand that adults may choose to make a committed promise to one another, including through marriage or civil partnership. **Vocabulary:** marriage, civil partnership, commitment	Describe different family relationships and show respect for families that are different from my own. **Vocabulary:** relationship, commitment, respect	Understand that marriage and civil partnership are legally recognised committed relationships and must be entered into freely. **Vocabulary:** legal, consent, commitment	Explain that people must not be treated unfairly because they are married, in a civil partnership or have a different family structure. **Vocabulary:** protected, discrimination, equality	Apply understanding of consent, commitment and equality when discussing relationships, law and representation in society. **Vocabulary:** consent, commitment, representation

Pregnancy and Maternity	Talk about being a baby and how I have changed. Understand that babies need care from trusted adults. **Vocabulary:** baby, grow, care	Recognise pregnancy and a new baby as changes that may happen within some families. **Vocabulary:** pregnancy, baby, family	Understand that pregnancy is how a baby develops before birth and that parents and carers may need help and support. **Vocabulary:** pregnant, birth, support	Connect learning about life cycles and growth with respectful discussion of pregnancy, birth and caring for babies. **Vocabulary:** life cycle, develop, care	Understand that families begin in different ways and avoid assumptions about pregnancy, parenthood or caring roles. **Vocabulary:** parenthood, maternity, assumption	Use scientific and respectful language when learning about puberty, reproduction and pregnancy. Recognise privacy and sensitivity. **Vocabulary:** reproduction, conception, privacy	Understand that pregnancy and maternity are protected characteristics and explain why fair treatment, safety and support matter. **Vocabulary:** maternity, protected, equality
Race	Notice and celebrate similarities and differences in appearance, family, language and culture. Know that everyone belongs. **Vocabulary:** skin, culture, language, belong	Recognise that skin colour and heritage are part of identity and that difference should be valued. **Vocabulary:** race, heritage, identity	Identify unfair behaviour linked to skin colour, ethnicity or culture and know how to seek help. **Vocabulary:** ethnicity, unfair, racism	Explore how stereotypes and prejudice can lead to discrimination. Use respectful language about race, culture and heritage. **Vocabulary:** stereotype, prejudice, discrimination	Use historical and current examples to explain racism and recognise the contributions of people from diverse ethnic backgrounds. **Vocabulary:** racism, diversity, contribution	Analyse how race and racism have affected people's rights, opportunities and representation in Britain and beyond. **Vocabulary:** inequality, representation, civil rights	Evaluate racial stereotypes, bias and representation; challenge racism safely and contribute to an actively inclusive community. **Vocabulary:** bias, anti-racism, allyship
Religion or Belief	Know that families may have different beliefs, celebrations and traditions. Listen respectfully and talk about my own experiences. **Vocabulary:** belief, celebration, tradition	Name some religious and non-religious beliefs and recognise that people may worship or live in different ways. **Vocabulary:** religion, worship, belief	Compare practices and celebrations, noticing similarities and differences without judging one as better. **Vocabulary:** faith, practice, respect	Understand that people may follow a religion, hold a non-religious worldview or have no religious belief. **Vocabulary:** worldview, religious, non-religious	Discuss different beliefs respectfully, ask thoughtful questions and disagree without disrespecting the person. **Vocabulary:** viewpoint, dialogue, tolerance	Explain how freedom of religion or belief is protected and recognise religious prejudice and discrimination. **Vocabulary:** freedom, prejudice, discrimination	Evaluate how belief influences identity, choices and society while defending everyone's right to freedom of religion or belief. **Vocabulary:** pluralism, freedom of belief, dignity

Sex	Recognise that girls and boys can share the same interests, strengths and aspirations. Use agreed words for body parts and privacy. **Vocabulary:** girl, boy, body, private	Identify and challenge assumptions about activities, jobs or behaviour being only for girls or boys. **Vocabulary:** sex, equal, stereotype	Understand basic biological differences while recognising that these do not determine personality, interests or ability. **Vocabulary:** biological, difference, equality	Explain personal boundaries and consent and recognise sex-based teasing or exclusion as unfair. **Vocabulary:** consent, boundary, sexism	Challenge sex stereotypes in learning, sport, careers and media. Understand that rights and opportunities should be equal. **Vocabulary:** sexism, opportunity, representation	Use accurate language when learning about puberty and reproduction and explain how changes affect different bodies. **Vocabulary:** puberty, reproductive system, hygiene	Analyse sex-based discrimination, stereotypes and representation and explain how equality benefits individuals and society. **Vocabulary:** discrimination, equality, bias
Sexual Orientation	Know that families can have different combinations of parents and carers and that every family should be respected. **Vocabulary:** family, parents, carers, respect	Recognise families with a mum and dad, one parent, two mums, two dads or other carers without treating one as the norm. **Vocabulary:** family structure, different, equal	Understand that adults can love people of the same or a different sex and that this is part of some families. **Vocabulary:** same-sex, different-sex, relationship	Use age-appropriate terms for sexual orientation and recognise that teasing someone about whom they love is unacceptable. **Vocabulary:** sexual orientation, gay, lesbian	Explain that sexual orientation is protected and that people and families must not be excluded or treated unfairly. **Vocabulary:** protected, homophobia, inclusion	Recognise homophobic language, stereotypes and discrimination and know how to challenge or report them safely. **Vocabulary:** homophobia, discrimination, ally	Evaluate representation and prejudice relating to sexual orientation and promote equal dignity and respect for all. **Vocabulary:** representation, equality, dignity