**The Protected Characteristics and how we teach them at Parklands through PSHE**

Under the Equalities Act 2010, the protected characteristics are:

Age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

How does Jigsaw ensure the teaching of protected characteristics is covered?

Personal Development

The education inspection framework (EIF) and the school inspection handbook explain that pupils’ understanding of the protected characteristics and how equality and diversity are promoted form part of the evidence that inspectors use to evaluate the school’s personal development of pupils.

All primary 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.** Schools will be able to demonstrate this by pointing to a general policy of encouraging respect for all people.

The curriculum should be planned and delivered so that **children develop age-appropriate knowledge and understanding**  during their time at the school.

If a school does not promote pupils’ awareness and understanding of all the protected characteristics effectively, this may result in a ‘requires improvement’ judgement for personal development.

The Jigsaw curriculum can help schools understand and promote these characteristics more fully and in a pupil-centred way.

Ground rules are fundamental to creating and maintaining an inclusive and safe teaching and learning environment. Establishing such an environment for both pupils and teachers is important for PSHE education lessons – especially those focusing on equality and the protected characteristics, as it:

* enables them to feel comfortable exploring values and attitudes
* enables them to express their own opinions and consider the views and opinions of others, without the fear of negative feedback, and only if they choose to.

In Jigsaw this happens in every single lesson. It is crucial to establish a **safe, open and inclusive** learning environment based on trusting relationships between all members of the class, adults and students alike. To enable this, it is important that ‘ground rules’ are agreed and owned at the beginning of the year and reinforced in every lesson – by using the Jigsaw Charter which is signed by every child and adult in the class.

One of the most important elements of the charter is the **Right to Pass,** where children understand that they do not have to participate in the discussion/activity if they do not wish to. This creates a space where they can feel safe and their wishes are taken seriously by adults and peers alike. This is vital when teaching about safeguarding in both an implicit and explicit way. They choose whether they speak or not and their right to pass is upheld and respected.

The Jigsaw Charter refers to **confidentiality** too. Although, realistically, it is unlikely that complete confidentiality will be observed, it is important that children are taught to respect the privacy of others and to do their best to keep what is said in Jigsaw lessons confidential. Children will need to be taught the difference between confidentiality and keeping a secret. The teacher must emphasise that they cannot promise complete confidentiality as they must report any information relating to safeguarding concerns.

In terms of content, the Puzzle ‘Celebrating Difference’ is the most pertinent of units for teaching about the protected characteristics, as it focuses on similarities and differences and teaches about diversity such as disability, racism, gender, family composition, friendships and conflict. Children learn to respect everyone’s right to ‘difference’. Bullying – what it is and what it isn’t, is an important aspect of this Puzzle.

The ’Relationships’ Puzzle also has a wide focus, looking at diverse topics such as families, friendships, equality in relationships, and love and loss – all of which help to deliver the vital messages behind the Equality Act. A vital part of this Puzzle is about safeguarding and keeping children safe; this links to cyber safety and social networking. Children learn how to deal with conflict, their own strengths and self-esteem. They have the chance to explore roles and responsibilities in families and look at gender stereotypes.

All Jigsaw lessons are delivered in an age- and stage-appropriate way so that they meet pupils’ needs and help them understand the wider world.

Explicit coverage of protected characteristics

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| Protected characteristics | What this refers to | Links to Jigsaw |
| Gender reassignment | The process of transitioning from one gender to another | Celebrating Difference  Year 1 – Piece 6: Celebrating me  **In Jigsaw, the focus is on accepting all people as unique individuals, not on transitioning itself.** |
| Being pregnant or on maternity leave | Pregnancy is the condition of being pregnant or expecting a baby. Maternity refers to the period after 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. | Celebrating Difference  Nursery/Reception – Piece 3: Families |
| Sex | A man or a woman | Celebrating Difference  Year 2 – Pieces 1&2: Boys and Girls |

This grid is the explicit teaching only. It is not exhaustive as there are numerous other lessons that teach about equality.

Relationships and Sex Education

An important part of the Jigsaw PSHE programme is delivered through the 'Relationships' and 'Changing Me' puzzle pieces which are covered in the summer term.

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There are four main aims of teaching RSE:

* To enable children to understand and respect their bodies
* To help children develop positive and healthy relationships appropriate to their age and development
* To support children to have positive self-esteem and body image
* To empower them to be safe and safeguarded.

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Each year group will be taught appropriate to their age and developmental stage. At no point will a child be taught something that is inappropriate; and if a question from a child arises and the teacher feels it would be inappropriate to answer, (for example, because of its mature or explicit nature), this information with be shared with parents by the class teacher. The question will not be answered to the child or class if it is outside the remit of that year group’s programme.

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Below is a summary of RSE coverage within the Jigsaw scheme for each year group:

* Foundation Stage - Growing up: how we have changed since we were babies
* Year 1 - Boys’ and girls’ bodies; naming body parts
* Year 2 - Boys’ and girls’ bodies; body parts and respecting privacy (which parts of the body are private and why this is)