

# Protected Characteristics across SCARF

Year: NA

## Subjects and Issues

Protected characteristics

### How SCARF supports teaching and learning about protected characteristics

The UK government recognises how important it is that *"All children gain an understanding of the world they are growing up in, and learn how to live alongside, and show respect for, a diverse range of people. When we inspect schools, we assess how well they equip children to do this."* (Ofsted guidance: [Inspecting teaching of the protected characteristics in schools](#), UK Gov. 2021)

Ofsted's guidance also states that inspectors will gather evidence of how schools promote equality and pupils' understanding of the protected characteristics.

This will be mainly through the **Personal Development** judgement:

***Schools are not required to teach about all the protected characteristics in every year group; that is a matter for the school to decide, and how it plans its curriculum. However, the curriculum should be planned and delivered so that children develop age-appropriate knowledge and understanding during their time at the school.***

Crucially, the guidance goes on to state that:

***There is a range of ways schools can choose to teach about these issues in an age-appropriate way. Primary schools could, for example, teach pupils about the different types of family groups that exist within society... As stated in the [DfE's statutory guidance](#), teaching on these matters should be integrated appropriately into the curriculum, rather than addressed separately or in one-off lessons.***

Teaching and learning about protected characteristics is therefore fully integrated into SCARF, through age-appropriate content across the SCARF spiral curriculum.

However, some protected characteristics benefit from the in-depth coverage that will give children time to explore the knowledge and attitudes that will help them develop an appreciation of them. We've mapped the SCARF lessons that provide this greater depth to the relevant protected characteristics, but it's important to understand that teaching and learning about them threads through the vast majority of SCARF lesson plans.

## Age

**N** Me and my friends

**R/P1** Life stages - plant, animals, humans

**Y3/P4** Our friends and neighbours

**Y3/P4** Let's celebrate our differences

**Y4/P5** Together

**Y5/P6** Happy being me

**Y6/P7** We have more in common than not

**Y6/P7** Democracy in Britain 1 – Elections

**Y6/P7** Democracy in Britain 2 – How (most) laws are made

**Y6/P7** Don't force me

**Y6/P7** Think before you click!

**Y6/P7** To share or not to share?

## Disability

**Y3/P4** Let's celebrate our differences

**Y3/P4** Zeb

**Y3/P4** I am fantastic!

**Y6/P7** We have more in common than not

**Y6/P7** Media manipulation

Gender reassignment

**Y3/P4** I am fantastic!

**Y6/P7** Media manipulation

Marriage and civil partnership

**R/P1** Life stages – human life stage – who will I be?

**Y4/P5** Together

**Y6/P7** Don't force me

Pregnancy and maternity

**R/P1** Life stages – human life stage – who will I be?

**R/P1** Where do babies come from?

**Y6/P7** Making babies

Race

**N** Marvellous Me

**N** I'm special

**N** People who are special to me

**Y2/P3** What makes us who we are?

**Y3/P4** Our friends and neighbours

**Y3/P4** Zeb

**Y5/P6** The land of the red people

**Y5/P6** Happy being me

**Y6/P7** We have more in common than not

**Y6/P7** Tolerance and respect for others

Religion or belief

**N** Me and my friends

**N** I'm special

**N** People who are special to me

**R/P1** Same and different families

**R/P1** All about me

**Y1/P2** Who are our special people?

**Y2/P3** What makes us who we are?

**Y3/P4** Our friends and neighbours

**Y3/P4** Let's celebrate our differences

**Y4/P5** Together

**Y4/P5** The people we share our world with

**Y5/P6** The land of the red people

**Y5/P6** Happy being me

**Y6/P7** We have more in common than not

**Y6/P7** Don't force me

**Y6/P7** Is this normal?

**Y6/P7** Acting appropriately

Sex

**N** Girls, boys and families

**R/P1** Me and my body – girls and boys

**Y3/P4** Let's celebrate our differences

**Y3/P4** Zeb

**Y3/P4** I am fantastic!

**Y4/P5** Together

**Y5/P6** Stop, start, stereotypes

**Y5/P6** Growing up and changing bodies

**Y5/P6** The land of the red people

**Y5/P6** Happy being me

**Y6/P7** We have more in common than not

**Y6/P7** Don't force me

**Y6/P7** Media manipulation

**Y6/P7** Making babies

**Y6/P7** Tolerance and respect for others

**Y6/P7** Is this normal?

**Y6/P7** Acting appropriately

## **Sexual orientation**

**N** People who are special to me

**R/P1** Same and different families

**R/P1** Where do babies come from?

**Y3/P4** Our friends and neighbours

**Y3/P4** Zeb

**Y3/P4** Family and friends

**Y4/P5** Together

**Y5/P6** Is it true?

**Y5/P6** Stop, start, stereotypes

**Y6/P7** We have more in common than not

**Y6/P7** Don't force me

**Y6/P7** Media manipulation