



HAMPTON
PRE-PREP & PREP SCHOOL

CURRICULUM DOCUMENTATION

Life Skills

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2024-2025

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Introduction

Personal, social, health and economic education (PSHE) is the planned provision to promote the pupils' personal, social and emotional development, as well as their health and wellbeing. We aim to equip the children with the knowledge and skills they need to lead confident, healthy and independent lives. We aim to help them understand how they are developing personally and socially and to tackle many of the moral, social, and cultural issues that are a part of growing up. We aim to give the children an understanding of the rights and responsibilities that are part of being a good citizen and introduce them to some of the principles of prudent financial planning and understanding, thereby developing a secure sense of identity to function well in the world.

We are mindful that today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. Naturally, this presents many positive and exciting opportunities, but also challenges and risks. In this environment, it is essential that our pupils know how to be safe and healthy, and how to manage their academic, personal, and social lives in a positive way, including the nature and quality of the personal relationships they will establish and seek to maintain.

We believe that the personal, social and health development of each child, in conjunction with their citizenship skills, has a significant role in their ability to learn. To this end, we value the importance of Life Skills (PSHE) in preparing children for the opportunities, responsibilities, and experiences of adult life, including fostering healthy relationships. We believe that a child needs to learn about the many emotional aspects of life and how to manage their own emotions.

We are also aware of the way that Life Skills (PSHE) supports many of the principles of Safeguarding (see Safeguarding (Child Protection) Policy) and the Relationships Education Policy. At Hampton Pre-Prep & Prep School (the School), we are very conscious that Relationships Education and Life Skills are inextricably linked. Together, they provide an important forum to give pupils vital skills that will enable them to make informed decisions and protect themselves against harmful and exploitative situations. It is, therefore, a tool to safeguard children.

Relationships Education is, therefore, an essential and integral part of the Life Skills (PSHE) programme at the School and aims to promote equality between individuals and groups irrespective of individual differences. It involves an exploration of human and social diversity, and a fostering of self-worth. School based Life Skills (PSHE) complements and helps children and young people make sense of what is implicitly and explicitly learnt at home from parents, carers, family, friends and wider society and is therefore a vital part of their personal development.

We take a whole school approach to the subject: we believe that Life Skills (PSHE) teaching will not impact upon beliefs and behaviour if school systems, structures, experiences and expectation do not support classroom learning.

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Aims and Objectives

The Life Skills Department aims to: -

- give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives to become informed, active, responsible and positive members of a diverse multicultural society;
- encourage pupils to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of the School, the local community and indeed the global community;
- help children to learn to recognise their own worth, work well with others and become increasingly responsible for their own learning;

- ensure the children experience the process of democracy through participation in classroom management (for example, Break-time Helpers, House Captains, School Council and Head Boy);
- support the children in becoming more discerning in their ability to assess the reliability of sources;
- teach children about their rights and their responsibilities to each other;
- promote the spiritual, moral, cultural, mental, and physical development of our pupils, preparing them for the opportunities, responsibilities, and experiences of later life.

We aim to develop in our pupils: -

- independence and self-confidence.
- a sense of social justice and moral responsibility, and to understand that their own choices and behaviour can affect local, national or global issues;
- respect for different national, religious and ethnic identities;
- the ability to engage critically with and explore diverse ideas, beliefs, cultures and identities and the values we share as citizens in the UK and the world;
- to become informed, critical, active citizens who have the confidence and conviction to work collaboratively, take action and try to make a difference in their communities and the wider world;
- the confidence to embrace change, feeling positive about who they are and enjoy healthy, safe, responsible and fulfilled lives;
- a sense of self; to recognise, develop and communicate their qualities, skills and attitudes and reflect on and clarify their own values and attitudes.

Life Skills (PSHE) and our pupils' spiritual, moral, social and cultural (SMSC) development is more crucial than ever for personal development, behaviour and welfare, safeguarding and ultimately, the overall effectiveness of the School.

Life Skills (PSHE) includes the four strands as defined by the Qualifications and Curriculum Authority (QCA), that is to:

- develop confidence and responsibility;
- prepare pupils to play an active role as citizens;
- develop a healthy, safer lifestyle;
- develop good relationships and respect others.

These strands will be central to the Life Skills (PSHE) programme throughout the School. As will the promotion and development of *Every Child Matters: Change for Children, Children Act 2004*, outcomes:

- be healthy;
- stay safe;
- enjoy and achieve;
- make a positive contribution;
- achieve economic wellbeing.

The Children Act 2004, through the 'Stay Safe' outcomes of *Every Child Matters: Change for Children* programme, places a duty on schools to safeguard and promote the well-being of pupils. This includes the need to ensure that all adults who work with or on behalf of pupils are competent, confident and safe to do so.

Equality, Diversity and Inclusion

All schools within the Hampton School Trust ('the Trust') are committed to encouraging equality, diversity and inclusion, and to eliminating unlawful discrimination within the Trust and its wider community. For more information see the Equality, Diversity and Inclusion Policy.

We remain conscious that our Life Skills (PSHE) provision should remain within the guidelines of protected characteristics as defined in The Equality Act 2010; it is unlawful for a school to discriminate against a pupil or prospective pupil by treating them less favourably because of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex or sexual orientation. The School's Life Skills (PSHE) curriculum promotes respect and a culture of tolerance and diversity, and this is firmly embedded in the School's Aims and Ethos. Opportunities for promoting Equality, Diversity and Inclusion can be found in **Appendix 1**.

All curriculum subjects continually seek to create further opportunities for pupils at our School to recognise the importance of equality, diversity and inclusion. Heads of Department are responsible for overseeing this aspect of their subject and discuss ways in which their subject is reflecting the ethos of the school with regards to equality, diversity and inclusion with the Deputy Head Academic at Department Development Meetings.

Fundamental British Values

We value and celebrate the diverse heritage of everybody at the School, but alongside that, we value and celebrate being a part of the United Kingdom. Fundamental British Values are embedded throughout the Life Skills (PSHE) curriculum and the Personal, Social, & Emotional Development (PSED) for our youngest pupils. Pupils examine and identify strategies to deal with a range of pertinent issues and maintain a strong and healthy self-esteem. Through the development of the pupils' personal wellbeing, including mental health and growth mind-sets, the pupils develop resilience. As pupils learn to respect themselves, it makes them better able to treat others with mutual respect.

In accordance with Part 2, paragraph 5 (a) and the principles in Part 2, paragraph 5(b) in the *Prevent* strategy, 2011, the following fundamental British Values are actively promoted in much of what we do, for example, during RE, school assemblies, Form Time and for the younger children in Kindergarten and Reception through the area of learning and development PSED:

- Democracy: making decisions together;
- Individual liberty: freedom for all;
- Mutual respect and tolerance: treat others as you want to be treated;
- Rule of law: understanding rules matter.

Teaching must not undermine Fundamental British Values. As well as actively promoting the above, the opposite applies. We challenge pupils, staff or parents expressing opinions contrary to fundamental British values, including 'extremist' views.

Resources

We use material from Jigsaw and from the PSHE Association to support the delivery of Life Skills lessons. This programme draws together the Life Skills programme, including elements of Relationships and Health Education for Reception to Year 6. We ensure that cross-curricular links are made where possible i.e., through ICT (e-safety), Religious Education (RE) and Science.

Time Allocation and Staffing

At the School, every class has a Life Skills (PSHE) lesson once a week. The curriculum has been developed to meet the aims stated above and is flexible and not overly prescriptive, to be at times reactive to circumstances that arise and to children's needs.

In the Prep, one 40-minute lesson per week is timetabled for Life Skills. This is supplemented with the weekly 20-minute Form Teacher session and assembly programme and through cross-curricular links, for example in Science, RE, PE or Humanities. The Life Skills lessons are delivered by the Deputy Head Pastoral to ensure the sessions are consistent, progressive, and targeted for the pupils needs.

In Pre-Prep, the content of our Life Skills (PSHE) programme is delivered by Class Teachers in discrete sessions of at least 30 minutes but is also part of a cross-curricular approach, for example, through Science, RE, PE or Humanities teaching as well. Circle Time also provides a useful platform for discussing pertinent topics with our youngest children. The content of these sessions may be planned according to our programme or may arise from issues and questions raised by the children in response to their experiences.

Form assemblies and whole school assemblies provide a useful forum for imparting and discussing information, experiences, and attitudes. Similarly, the time spent out of the classroom in the playground and dining hall can be a positive learning opportunity. As such the whole school, including non-teaching staff, support the programme.

In addition to these class-based lessons, pupils are given the opportunity to hear a diverse range of outside speakers covering relevant topics. National awareness weeks are also reflected upon and as a basis for activities and events.

Learning Support Provision

Staff conducting Life Skills (PSHE) sessions make every effort to include and support all pupils with suitable and accessible learning material. Support and advice can be sought from the Heads of Learning Support (Prep & Pre-Prep), other Teaching staff and Teaching Assistants.

This may be achieved through working closely with individuals, finding exercises that boost their self-esteem to diminish feelings of inadequacy, or working on a whole-class exercise that makes others aware of how that individual may be feeling.

See the Trust's **Special Educational Needs & Disabilities (SEND) Policy** for more information - [click here](#)

We are also appreciative of and are sensitive to the diversity of backgrounds in our School Community. We are aware of the children's various needs and match our programme to their age, experiences and maturity and will adjust it accordingly. Further details can be found in the Trust's **Equality, Diversity and Inclusion Policy** - [click here](#)

As in all other subject areas, the School strives to enable all pupils to reach their full potential. Timetabled Life Skills (PSHE) sessions are delivered within the context of Form or, sometimes, Year group. All these groups are, therefore, of mixed academic ability. Appropriate differentiation needs to be taken into consideration when preparing sessions to enable all members of the group to have equal access to the session. It is to be remembered that a pupil who is not particularly good at articulating himself or herself on paper may well shine in open discussion, and vice versa.

Assessment, Marking and Feedback

It is important that Life Skills (PSHE) work is evaluated and assessed because to:

- monitor our provision;
- give pupils (and parents) and staff feedback about their progress and how their learning might be improved;
- improve learning and increase pupils' motivation;
- help pupils to reflect on and identify what they have learnt.

However, formal assessment and marking in Life Skills (PSHE) is not undertaken as in other subjects. This would be inappropriate as young people's self-esteem, for example, is not linear, but may rise and fall according to the complexities of developing life.

Evidence of learning comes from:

- improved attitude and behaviour in class and around the School;
- increased awareness of courtesy, trustworthiness and respect for property (these three aspects are rewarded with House points);
- increasing ability to form constructive relationships with one another, teachers and other adults;
- increasing understanding of the impact the individual makes on others;
- increasing respect for the differences between people, particularly their feelings, values and beliefs;
- an increasing ability to show initiative and take responsibility.

The Life Skills teachers will be responsible for evaluating the work that their pupils complete in class. The Head of Life Skills (PSHE) will be responsible for ensuring the policy and programme is implemented as agreed and will support pupils' progress.

Assessment opportunities may include:

- self-assessment (checklist, display, questionnaire);
- peer assessment (role-play, interviewing each other);
- whole group assessment (brainstorms, worksheets, role-play);
- teacher assessment (checklist, response to group);
- joint teacher-pupil assessment (reflection and involvement in school, ability to work within the group, Circle Time).

Development

- Develop an assessment tool for pupils for pupils in Year 3 -6 to assess understanding of topics covered.
- Continue to build relationships with senior colleagues within the PSHE departments at Hampton School and Lady Eleanor Holles School (LEH).
- Restart programme of Holistic Parental Talks – investigation of providers ongoing.
- Develop pupils' understanding of safeguarding / life skills through workshops
- Continue to enhance the Year 6 Leavers' Programme as appropriate.

Curriculum Enrichment

All children are offered opportunities to enrich their educational experience and are all encouraged to take up as many as possible.

Some specific examples include:

- School performances – participation in performances and concerts from Kindergarten upwards.
- Visits to St Mary's Church, Hampton and other religious places of worship.
- The School Council has representatives from Reception to Year 6.
- Co-Curricular activities for Reception upwards.
- 'Awe and Wonder Experiences', for example, observing caterpillars to butterflies and chicks hatching.
- Fundraising activities, for example, the Hampton Pre-Prep and Prep School Marathon, cake sales and regular 'Mufti' Days.
- Whole School Theme Days – such as Wellbeing Day.
- Year 6 Leavers' Programme.
- Visitors to the School as explained below.

- Discussion and awareness of current affairs, for example news programmes, are shown on interactive whiteboards in Registration and discussed in assemblies and at 11+ mock interviews.
- Mindfulness PawsB is taught by qualified staff throughout the Prep.

Links with Other Policies

This policy links and cross-references with a number of other policies; it should, therefore, be read in conjunction with the following:

- Relationships Education Policy
- Safeguarding (Child Protection) Policy*
- Anti-Bullying Policy
- Looked After Children Policy*
- Equality, Diversity and Inclusion Policy*
- Mental Health Policy*
- ESafety Policy*
- Special Educational Needs & Disabilities (SEND)*

(*denotes a Trust wide policy)

Scheme of Work – by Year Group

| Year | Being Me in My World Autumn 1 | Celebrating Difference Autumn 1 | Dreams and Goals Spring 1 | Healthy Me Spring 2 | Relationships Summer 1 | Changing Me Summer 2 |
|-----------------|--|---|---|---|---|--|
| Pre-Prep | | | | | | |
| Reception | Self-identity Understanding feeling Being in a classroom Being gentle Rights and responsibilities | Identifying talents Being special Families Where we live Making friends Standing up for yourself | Challenges Perseverance Goal-setting Overcoming obstacles Seeking Help Jobs Achieving goals | Exercising bodies Physical activity Healthy Food Sleep Keeping Clean Safety | Family life Friendships Breaking Friendships Falling out Dealing with bullying Being a good friend | Bodies* Respecting my body Growing up Growth and change* Fun and fears Celebrations |
| Year 1 | Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter | Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating differences in everyone | Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success | Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicines /safety with household items Road safety Linking health and happiness | Belonging to a family Making friends / being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships | Life cycles – animal and human* Changes in me* Changes since being a baby* Differences between female and male bodies (correct terminology) * Linking growing and learning Coping with change Transition |
| Year 2 | Hopes and fears for the year Rights and responsibilities Rewards and consequences | Assumptions about stereotypes and gender Understanding bullying Standing up for self and others Making new friends Gender diversity | Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success | Motivation Healthier choices Relaxation Healthy eating and nutrition* Healthier snacks and sharing food | Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation | Life cycles in nature* Growing from young to old* Increasing independence |

| | | | | | | |
|--|--|---|--------------------|--|--|---|
| | Safe and fair learning environment Valuing contributions Choices Recognising feelings | Celebrating differences and remaining friends | | | Expressing appreciation for special relationships | Differences in female and male bodies (correct terminology) * Assertiveness Preparing for transitions |
| | | Anti-Bullying Week Road Safety Week | Safer Internet Day | | Transition events – moving on Year 2 Scooter Training | |

Kindergarten - please refer to the EYFS Policy – Areas of Learning and Development – Personal, Emotional Development, Physical Development and Understanding the World.

*This content will be covered during Science lessons.

Additional opportunities to promote the pupils' personal, social and emotional development, as well as their health and wellbeing.

| Lesson | Y3 | Y4 | Y5 | Y6 | All Years | |
|---------------|-----------|---------------------------------------|---------------------------------------|--|--|---|
| Autumn | 1 | Resolving Conflict / Community Values | Resolving Conflict / Community Values | Resolving Conflict / Community Values | Resolving Conflict / Community Values | ANTIBULLYING WEEK Christmas Activity |
| | 2 | This is Me in Y X | This is Me in Y X | This is Me in Y X | This is me in Y6 - Poem | |
| | 3 | Zones of Regulation (Emotions) 1 | Roles in the community | UNCRC and rights of the child and our responsibilities | Mindfulness 1 | |
| | 4 | Zones of Regulation (Emotions) 2 | Rules and Responsibilities | UNCRC and rights of the child and our responsibilities | Mindfulness 2 | |
| | 5 | Zones of Regulation (Emotions) 3 | What is Democracy? | Lives of Refugees - understanding | Mindfulness 3 | |
| | 6 | Our Class Team (Working together) 1 | What happens in the UK Parliament? | Lives of Refugees - applying | Mindfulness 4 | |
| | 7 | Our Class Team (Working together) 2 | History of Parliament | Refugees around the world | Mindfulness 5 | |
| | 8 | Our Class Team (Working together) 3 | British Values 1 | Cultural differences (J) | Counsellors/Anti bullying | |
| | 9 | Our Class Team (Working together) 4 | British Values 2 | Festivals and their meanings (research) | Counsellors/Anti bullying | |
| | 10 | Our Class Team (Working together) 5 | Reflection | Reflection | Counsellors/Personal and School Values | |
| | 11 | Reflection | Reflection | Reflection | Counsellors/Personal and School Values | |

| Lesson | Y3 | Y4 | Y5 | Y6 | All Years | |
|---------------|-----------|---|--|---------------------------------------|--|---|
| Spring | 1 | It's my Body (Health and Wellbeing) 1 | Challenging Stereotypes 1 - Working World | What is racism? | Setting Goals (J - D&G L1&2) | SAFER INTERNET DAY Y3-5 Healthy Eating Workshops |
| | 2 | It's my Body (Health and Wellbeing) 2 | Challenging Stereotypes 2 - The problem with Stereotypes | How to be an Ally | Being Global Citizens (Tw One World) 1 - Being responsible | |
| | 3 | It's my Body (Health and Wellbeing) 3 | Challenging Stereotypes 3- Stereotypes in advertising | Making a difference (Racism Round up) | Being Global Citizens (Tw One World) 2 - Global Warming | |
| | 4 | It's my Body (Health and Wellbeing) 4 | Challenging Stereotypes 4- Stereotypes in advertising | Hopes and dreams around the world | Being Global Citizens (Tw One World) 3 - Energy | |
| | 5 | It's my Body (Health and Wellbeing) 5 | Aiming High - Future Focus (Tw) | Helpful and Unhelpful Thoughts 1 | Being Global Citizens (Tw One World) 4 - Energy Pledge | |
| | 6 | It's my Body (Health and Wellbeing) 6 | Aiming High - The World of Work (Tw) | Positive Mindset | Being Global Citizens (Tw One World) 5 - Water | |
| | 7 | Resilience 1 - Positive and negative coping strategies (Tw) | Aiming High - Future Focus (Tw) | The Big Legal Lesson (YC) | Being Global Citizens (Tw One World) 6 - Biodiversity | |
| | 8 | Resilience 2 - Positive and negative coping strategies (Tw) | <i>Aiming High - The World of Work (Tw)</i> | Mindfulness 1 | Being Global Citizens (Tw One World) 5 - Review Lesson | |
| | 9 | Resilience 3 - Positive and negative coping strategies (Tw) | The Big Legal Lesson (YC) | Mindfulness 2 | The Big Legal Lesson (YC) | |
| | 10 | Resilience 4 - Positive and negative coping strategies (Tw) | How to Manage Anxiety (Counsellors) | Mindfulness 3 | Reflection | |

| Lesson | Y3 | Y4 | Y5 | Y6 | All Years | Lesson |
|---------------|-----------|-----------------|---------------------|-------------------------|--|--------|
| Summer | 1 | Money Matters 1 | Boundaries 1 | Looking at leadership 1 | Feelings about Transition | |
| | 2 | Money Matters 2 | Boundaries 2 | Looking at leadership 2 | Intro to SRE - questions | |
| | 3 | Money Matters 3 | Boundaries 3 | Looking at leadership 3 | SRE - Puberty Reminder | |
| | 4 | Money Matters 4 | Pre-trip | Looking at leadership 4 | SRE - Conception and Birth | |
| | 5 | Staying Safe 1 | Post trip | Looking at leadership 5 | SRE - Positive Relationships | |
| | 6 | Staying Safe 2 | Digital Awareness 1 | Looking at leadership 6 | Growing against Violence | |
| | 7 | Staying Safe 3 | Digital Awareness 2 | Looking at leadership 7 | Careers Event | |
| | 8 | Staying Safe 4 | Boundaries 1 | Looking at leadership 8 | How to Manage Transition (Counsellors) | |
| | 9 | Staying Safe 5 | Boundaries 2 | Looking at leadership 9 | Healthy Eating | |
| | 10 | Reflection | Reflection | Reflection | EDI in future life | |

Appendix 1: Opportunities for Promoting Equality, Diversity and Inclusion

Current opportunities include:

‘Celebrating Difference’: 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 accept everyone’s right to ‘difference’, and most year groups explore the concept of ‘normal’. Bullying – what it is and what it isn’t, including cyber and homophobic bullying – is another important aspect of this Puzzle.

‘Relationships’: 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 can 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, as well as attraction and assertiveness; 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 stereotypes. All Jigsaw lessons are delivered in an age- and stage-appropriate way so that they meet pupils’ needs and can help them understand the wider world.

| Protected Characteristic | What this refers to | Links to Jigsaw |
|---|---|--|
| Age | Where this is referred to, it refers to a person belonging to a particular age (for example, 32-year-olds) or range of ages (for example, 18- to 30-year olds). | Celebrating Difference Ages 10-11 Piece 3: Power Struggles |
| Gender reassignment | The process of transitioning from one gender to another | Celebrating Difference Ages 5-6 Piece 6: Celebrating Me. Ages 7-8 Piece 5: Gender diversity Ages 8-9 Piece 1: Judging by appearances Ages 10-11 Piece 2: Understanding difference NB. In Jigsaw the focus is on accepting all people as unique individuals, not on transitioning itself. |
| Being married or in a civil partnership | Marriage is no longer restricted to a union between a man and a woman but now includes a marriage between a same sex couple. Same-sex couples can also have their relationships legally recognised as ‘civil partnerships’. Civil partners must not be treated less favourably than married couples (except where permitted by the Equality Act). | Celebrating Difference Ages 7-8 Piece 1: Families |

| | | |
|---|--|--|
| Being pregnant or on maternity leave | Pregnancy is the condition of being pregnant or expecting a baby. Maternity refers to the period after the 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 Ages 3-4/4-5 Piece 3: Families Ages 7-8 Piece 1: Families |
| Disability | A person has a disability if she or he has a physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day to-day activities. | Celebrating Difference Ages 10-11 Piece 5: Celebrating difference |
| Race including colour, nationality, ethnic or national origin | Refers to the protected characteristic of Race. It refers to a group of people defined by their race, colour, and nationality (including citizenship) ethnic or national origins. | Celebrating Difference Ages 9-10 Piece 2: Racism |
| Religion, belief or lack of religion/ belief | Religion has the meaning usually given to it but belief includes religious and philosophical beliefs including lack of belief (such as Atheism). Generally, a belief should affect your life choices or the way you live for it to be included in the definition. | Celebrating Difference Ages 9-10 Piece 1: Different Cultures |
| Sex | A man or woman. | Celebrating Difference Ages 6-7 Pieces 1&2: Boys and Girls |
| Sexual orientation | Whether a person's sexual attraction is towards their own sex, the opposite sex or to both sexes. | Celebrating Difference Ages 10-11 Piece 4: Boyfriends and girlfriends |

'Celebrating Difference' specifically looks at difference in a positive way whilst also studying how difference can be a source of prejudice and discrimination, and how individuals and society can bring about a fair and respectful world. The Jigsaw assembly for Celebrating Difference for all Primary ages specifically discusses differences and the words of the accompanying song, "There's a Place", refer to race specifically. There are also many lessons within the other Puzzles which look at relationships and how we should treat each other, what signs of influence and control children should look out for, and how to manage these. Although the lessons listed may not specifically relate to racial differences, it would be simple to include this aspect if the teacher wished to do so, in order to respond to any current or historic local, national and international events. The references in the right-hand column relate to the statutory relationships, sex and health education guidance for England and are listed to show where topics could be linked to racial awareness.