

Blessed Sacrament Catholic Primary School



How we deliver the 9
protected characteristics

“Aim high – live life to the full”

How do we deliver the 9 protected characteristics at Blessed Sacrament?

Race and Ethnicity

- ❖ Through our rich and diverse curriculum
- ❖ Through access for all
- ❖ Through the Understanding the World part of our EYFS curriculum
- ❖ The Geography curriculum discusses people from around the world who live different lives in different places
- ❖ In Y6, through WW2 topic that teaches about the treatment of the Jews and all about Judaism
- ❖ We are a 'Fair Trade' school as much as we can be (and we have had full staff Twilight sessions about Fair Trade – summer 2018)
- ❖ Through the topic of 'How families are different' in our RSE curriculum
- ❖ Through transition events, activities and meetings
- ❖ Through annual attendance at the Commonwealth Day in London
- ❖ We engage with the EMTAS team in support of language barriers
- ❖ In circle time with teachers and the nurture team staff that sometimes leads to children sharing personal stories and knowledge
- ❖ In SAP sessions – SAP = Student Assistance Programme (led weekly across the school by trained staff)
- ❖ Visits to places of worship of all faiths, not just Catholicism / Christianity
- ❖ Through 'our' school in Nepal via child to child links online and through visits to our school from the teachers from that school who lead assemblies and speak to children in lessons
- ❖ Through CAFOD assemblies and work in Come and See lessons (including annual fundraising for charity)
- ❖ By engaging with City Hearts – a charity that helps people linked to human trafficking
- ❖ We celebrate, for example, Chinese New Year and Diwali

Pregnancy and Maternity

- ❖ Through our RSE curriculum
- ❖ Especially in Early Years, teachers use the hook of children talking to them about 'my mummy has a baby in her tummy'
- ❖ Mums and babies have visited in support of topics such as 'new life'
- ❖ Through Brook Advisory Centre via assemblies and workshops
- ❖ Via our links with the School Health Service

Age

- ❖ Through P4C curriculum and lessons
- ❖ Through RSE lessons across the school as we discuss differing ages in families and the roles they have
- ❖ In History lessons (for example – how grandparents lived at the time of The Beatles)
- ❖ In Science (for example – the changes that occur from being a baby up to their age now in Y1 and Humans and Other Animals in Y2)
- ❖ We sing in nursing homes to the elderly
- ❖ Through Grandparent's Collective Worship
- ❖ We link with our local Church / Parish and support Parishioners of all ages
- ❖ Through community links such as the OAP Christmas dinner
- ❖ Through work with Young Carers and Kinship Carers
- ❖ We used the John Lewis advert as the 'hook' of the 'Old Man on the Moon' linked to the topic of Space and children wrote letters to the 'old man'
- ❖ Again, through our attendance at the annual Commonwealth Day service
- ❖ We sometimes get children to work across year groups to mix up ages
- ❖ In Nurture, we work with children across year groups who share the same barriers – cross age support where children are given the same opportunities

Disability

- ❖ All children are afforded the same opportunities – we are proud to be a fully inclusive school and curriculum: We hold the Inclusion Charter Mark
- ❖ Nurture in particular offers children a clear ‘pupil voice’ in a smaller, supportive environment
- ❖ Through very specific support for certain children (eg: peg feeding)
- ❖ We are a P4C school and this affords children to opportunity to discuss disabilities
- ❖ We use the ‘Miss Dorothy’ resource across the school for all children
- ❖ In circle time: children talk about their worries, concerns and feelings
- ❖ Through online resources in P4C and use of BBC videos that focus upon race and disabilities (especially up in Y6)
- ❖ Lower down the school, we use books and puppets in teacher led activities or in continuous provision
- ❖ Children attend the Dutch Farm – a horticulture link with our school food provider
- ❖ Through our clear links with MYA – Merseyside Youth Association
- ❖ We offer intense support for specific families through our service level agreement with the School Family Support Service (see annual report)
- ❖ Respect for all through a range of creative activities
- ❖ We run ASD groups: all who attend are celebrated for their achievements
- ❖ Equality allows our children’s strengths to shine through
- ❖ Again, through our delivery of SAP
- ❖ We run Seedlings groups in support of emotional support through play therapy / art therapy
- ❖ Through the delivery of NSPCC led assemblies and workshops from Reception – Year 6 that focused upon disabilities, relationships and bullying, speaking out and staying safe
- ❖ Through emotional literacy as part of the English curriculum
- ❖ We have 4 trained mental health first aiders in support of adults and children mental health and wellbeing
- ❖ ROAR – our whole school Mental Health Strategy linked to behaviour management policy and procedures (with all teachers, LSA’s and Admin staff appropriately trained to deliver the strategy)

Sexual Orientation

- ❖ Through our various role play areas (up to Year 3) – children dress up in any way they please
- ❖ In circle time activities
- ❖ Through use of specific texts / books in specific year groups (for example: 'Bill's new frock' and 'The Boy in the Dress' in Y4)
- ❖ Some staff have attended SIL training and cascade this information back to the rest of the staff team
- ❖ Through the support of again, the Seedlings team
- ❖ As above, but from YPAS (Young Persons Advisory Service)
- ❖ We employ a trained mental health counsellor 2 days per week from Brighter Horizon's. She can support a child 1:1 if required.
- ❖ We engage with Mermaids:
- ❖ Awareness training for the teaching and learning team from Peter Yip (Equalities Manager – Sefton Council)
- ❖ Relationships and Sex Education lessons and meetings with parents

Gender

- ❖ Awareness training for the teaching and learning team from Peter Yip (Equalities Manager – Sefton Council)
- ❖ Our curriculum supports the breaking down of stereotypes by not reinforcing gender stereotypes
- ❖ Our children line up in alphabetical order, not by gender
- ❖ In Year 1, they study the gender of a baby
- ❖ Assemblies and workshops delivered by LGBT to upper KS2 children
- ❖ Seedlings
- ❖ YPAS
- ❖ MYA
- ❖ Brighter Horizons
- ❖ Through school delivered SAP

Gender Reassignment

- ❖ Awareness training for all teachers, LSA's and governors from Peter Yip (Equalities Manager – Sefton Council)
- ❖ YPAS
- ❖ Mermaids

Religion or Belief

- ❖ Through our inspirational Come and See curriculum (judged as outstanding in all areas in the last Section 48 inspection)
- ❖ Through our daily Collective Worship and saying prayers together
- ❖ We support our children, their families and the Parish when the children undertake Sacramental preparations (and we celebrate with them in church on the day and in parties afterwards)
- ❖ Visits to places of worship of all faiths, not just Catholicism / Christianity
- ❖ We attend events at the Cathedrals that celebrate
- ❖ We raise lots of money throughout the year from various charities at home and around the world, including children taking
- ❖ We celebrate other religious festivals through in class lessons or assemblies and displays
- ❖ Other faiths weeks as part of the Come and See curriculum
- ❖ Again, our attendance at the Commonwealth Service greatly supports this
- ❖ We support families during times of fasting
- ❖ We support families who have special dietary requirements

Marriage and Civil Partnership

- ❖ Come and See curriculum
- ❖ Relationships and Sex Education lessons and meetings with parents
- ❖ In use of specific books and through displays that teach about the sacrament of marriage or civil partnerships
- ❖ SAP explores family and raises awareness of how a family can be many different combinations (again, even in Early Years through the theme of 'How families are different')
- ❖ Through links with the Oakleaf service