



## Protected Characteristics Progression Grid

EYFS	Year 1/ Year 2	Year3/ Year 4	Year5/ Year 6
<p><b>Personal, Social and Emotional Development:</b>  <b>Building Relationships</b></p> <ul style="list-style-type: none"> <li>• Show sensitivity to their own and to others' needs.</li> </ul> <p><b>Understanding the World:</b>  <b>People, Culture and Communities</b></p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class</p>	<ul style="list-style-type: none"> <li>• Identify the differences and similarities between people;</li> <li>• Empathise with those who are different from them;</li> <li>• Begin to appreciate the positive aspects of these differences.</li> <li>• Explain some of their school rules and how those rules help to keep everybody safe.</li> <li>• Recognise and explain what is fair and unfair, kind and unkind;</li> <li>• Suggest ways they can show kindness to others.</li> <li>• Identify some of the physical and non-physical differences and similarities between people;</li> <li>• Know and use words and phrases that show respect for other people.</li> <li>• Recognise and explain how a person's behaviour</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise that there are many different types of family;(marriage/civil partnership, sexual orientation)</li> <li>• Understand what is meant by 'adoption' 'fostering' and 'same-sex relationships.'(sexual orientation, pregnancy and maternity)</li> <li>• Give examples of respectful language;</li> <li>• Give examples of how to challenge another's viewpoint, respectfully.</li> <li>• Explain that people living in the UK have different origins;(race)</li> <li>• Identify similarities and differences between a diverse range of people from varying national, regional, ethnic and religious backgrounds;(race, religion</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate respectfulness in responding to others;</li> <li>• Develop an understanding of discrimination and its injustice, and describe this, using examples;</li> <li>• Empathise with people who have been, and currently are, subjected to injustice, including through racism; (race)</li> <li>• Consider how discriminatory behaviour can be challenged.</li> <li>• Identify and describe the different groups that make up their school/wider community/other parts of the UK;</li> <li>• Describe the benefits of living in a diverse society;</li> <li>• Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this.</li> </ul>

	<p>can affect other people</p> <ul style="list-style-type: none"> <li>• Explain how it feels to be part of a group;</li> <li>• Explain how it feels to be left out from a group;</li> <li>• Identify groups they are part of;</li> <li>• Suggest and use strategies for helping someone who is feeling left out.</li> <li>• Recognise and describe acts of kindness and unkindness;</li> <li>• Explain how these impact on other people's feelings;</li> <li>• Suggest kind words and actions they can show to others;</li> <li>• Show acts of kindness to others in school.</li> <li>• Understand and explain some of the reasons why different people are bullied</li> </ul> <p>Explore why people have prejudiced views and understand what this is.</p>	<p>and belief)</p> <ul style="list-style-type: none"> <li>• Identity some of the qualities that people from a diverse range of backgrounds need in order to get on together.</li> <li>• Recognise the factors that make people similar to and different from each other;</li> <li>• Understand and explain some of the reasons why different people are bullied;</li> <li>• Explore why people have prejudiced views and understand what this is.</li> <li>• List some of the ways that people are different to each other (including differences race, gender, religion religious beliefs, customs and festivals);</li> <li>• Define the word respect and demonstrate ways of showing respect to others' differences.</li> <li>• Understand and identify stereotypes, including those promoted in the media.</li> </ul>	<p>(religion and belief)</p> <ul style="list-style-type: none"> <li>• Understand and explain the difference between sex, gender identity, gender expression and sexual orientation (gender reassignment, sex, sexual orientation)</li> <li>• Recognise that bullying and discriminatory behaviour can result from disrespect of people's differences;</li> <li>• Know that all people are unique but that we have far more in common with each other than what is different about us;</li> <li>• Consider how a bystander can respond to someone being rude, offensive or bullying someone else;</li> <li>• Understand and explain the term prejudice;</li> <li>• Identify and describe the different groups that make up their school/wider community/other parts of the UK;</li> <li>• Describe the benefits of living in a diverse society;</li> <li>• Define what is meant by the term stereotype;</li> <li>• Recognise how the media can sometimes reinforce</li> </ul>
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			<p>gender stereotypes;</p> <ul style="list-style-type: none"><li>• Recognise that people fall into a wide range of what is seen as normal;</li><li>• Challenge stereotypical gender portrayals of people.</li></ul>
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