Protected Characteristics and Fundamental British Values Across the Curriculum

PSHE (SCARF) Coverage by Theme:

Theme	Explicit Coverage in SCARF
Democracy	Y1 *Why We Have Classroom Rules*; Y5 *Rights, Respect and Duties*; Y6 *Democracy in Britain* (Elections and How Laws are Made).
Rule of Law	Reception *Keeping Safe*; Y1 *Classroom Rules*; Y3 *As a Rule*; Y5 *Rights, Respect and Duties*; Y6 *Democracy in Britain*.
Individual Liberty	Reception *Rights and Respect*; Y5 *Rights, Respect and Duties*; Y6 *Rights and Respect*.
Mutual Respect & Tolerance	Nursery and Reception *Valuing Difference*; Y1–Y6 *Valuing Difference* units, with the strongest coverage in Years 4–6 through explicit work on stereotypes, tolerance and respect.
Religion or Belief	Nursery and Reception *Valuing Difference* (learning about different religions and cultures).
Sex	Nursery *Growing and Changing*; Reception *Growing and Changing*; Y2 *Growing and Changing*; Y4 *That is such a stereotype!*; Y5 *Stop, Start Stereotypes*; Y6 *Boys Will Be Boys? Challenging Gender Stereotypes*.
Marriage & Civil Partnership	Reception *Growing and Changing* (marriage and civil partnerships explained age-appropriately); Nursery *Growing and Changing* (different families).
Race / Ethnicity	Nursery, Reception and all *Valuing Difference* units through celebrating diversity, inclusion and challenging prejudice.
Age, Disability, Gender Reassignment, Pregnancy & Maternity, Sexual Orientation	***These are not taught as discrete Protected Characteristics within the primary SCARF scheme.*** *Where relevant, they are addressed indirectly through equality, inclusion, anti-bullying and respecting difference, rather than through explicit teaching.*

RE Coverage by Key Question

Theme	RE Unit/Key Question	Phase	How the key question explicitly addresses the theme
Democracy	**U2.7 What matters most to Humanists and Christians?**	Upper KS2	Pupils consider how values influence decision-making in society and discuss differing viewpoints respectfully.
	U2.9 What can be done to reduce racism? Can religion help?	Upper KS2	Explores diversity in modern Britain and encourages respectful discussion of differing beliefs in a democratic society.
Rule of Law	**L2.7 What does it mean to be a Christian in Britain today?**	Lower KS2	Considers how Christian beliefs influence behaviour, responsibilities and community life.
	U2.7 What matters most to Humanists and Christians?	Upper KS2	Explores moral codes, ethical decision-making and why societies establish rules.
Individual Liberty	**L2.6 Why do some people think life is like a journey?**	Lower KS2	Encourages pupils to reflect on personal beliefs, choices and individual life journeys.
	U2.5 Is it better to express your religion in arts and architecture or in charity and generosity?	Upper KS2	Explores freedom to express beliefs in different ways while respecting others.
	U2.7 What matters most to Humanists and Christians?	Upper KS2	Examines freedom of belief and personal responsibility.
Mutual Respect & Tolerance	**EYFS: Which stories are special and why?**	EYFS	Introduces stories from different faiths and encourages respect for others' beliefs.
	EYFS: Which people are special and why?	EYFS	Develops respect for people with different beliefs and roles in communities.
	EYFS: Which places are special and why?	EYFS	Introduces different places of worship and respectful behaviour.

Theme	RE Unit/Key Question	Phase	How the key question explicitly addresses the theme
	EYFS: Which times are special and why?	EYFS	Celebrates festivals from different faiths and communities.
	1.8 How should we care for others and the world, and why does it matter?	KS1	Promotes caring for others regardless of differences and respecting the wider community.
	L2.9 What can we learn from religions about deciding what is right and wrong?	Lower KS2	Explores respectful disagreement and learning from different traditions.
	L2.8 What does it mean to be a Hindu in Britain today?	Lower KS2	Develops understanding and respect for a minority faith in Britain today.
	U2.9 What can be done to reduce racism? Can religion help?	Upper KS2	Explicitly explores religious and non-religious diversity in modern Britain and challenges prejudice.
Religion or Belief (Protected Characteristic)	Nearly all EYFS, KS1 and KS2 key questions	EYFS–KS2	The syllabus explicitly teaches about Christianity alongside other religions and non-religious worldviews, fostering understanding and respect.
Race / Ethnicity (Protected Characteristic)	**U2.9 What can be done to reduce racism? Can religion help?**	Upper KS2	Includes explicit consideration of diversity, migration, identity and anti-racism in contemporary Britain.
Sex (Protected Characteristic)	None explicitly	—	The RE syllabus does not directly teach sex or gender equality as a discrete theme.
Disability	None explicitly	—	No key question has disability as an explicit focus.
Gender Reassignment	None explicitly	—	Not explicitly covered.
Sexual Orientation	None explicitly	—	Not explicitly covered.
Pregnancy & Maternity	None explicitly	—	Not explicitly covered.
Marriage & Civil Partnership	**L2.6 Why do some people think life is like a journey?**	Lower KS2	Marriage is explored as an important life milestone within some religious traditions, rather than as a protected characteristic in itself.

KS1 Protected Characteristics: Wider Curriculum	Muck, Mess and Mixtures	Street Detectives	Near and Far	Enchanted Woodland	Land Ahoy	Superheroes	Paws, Claws and Whiskers	Bright Lights, Big City	Dinosaurs	Scented Garden
	Race (including ethnicity and culture) • Pupils learn about **Mary Seacole**, exploring how she was treated unfairly because she was a Black woman from Jamaica and how race and social class affected how she was remembered in history. This provides an explicit discussion of prejudice, fairness and equality. • In Art, pupils study **Charles Ethan Porter**, learning about the racism he experienced as a Black artist and challenging stereotypes about talent and achievement. • In DT, pupils explore flatbread dishes from different cultures (such as naan, pide and focaccia), developing respect for diverse cultural traditions and identities. **Religion or Belief** • DT lessons include respectful discussion of different dietary choices, including vegetarian and halal diets, helping pupils understand that food choices may be influenced by religious beliefs and should be respected. **Sex** • History gives equal prominence to **Florence Nightingale** and **Mary Seacole**, highlighting the achievements of two influential women and challenging stereotypes about women's roles in history. • DT explicitly challenges stereotypes around cooking and design by promoting these as activities for everyone, regardless of gender. • Science introduces pupils to **Patricia Bath**, ensuring representation of women in science and medicine. **Disability** • Science explores how medical advances, including the work of **Patricia Bath**, have improved people's lives, helping pupils	UNDER REVIEW – to be completed in 2026-2027	UNDER REVIEW – to be completed in 2026-2027	**Race (including ethnicity and culture)** • Pupils study the work of **Otobong Nkanga**, a Nigerian artist, alongside Andy Goldsworthy, broadening their understanding of artists from different cultural backgrounds and how people from different cultures respond to the natural world. • Through geography, pupils explore environmental justice by considering **tree equity** and how different communities have unequal access to green spaces, encouraging discussion about fairness and inequality. **Disability** • Geography lessons explicitly consider **inclusive access to green spaces**, encouraging pupils to think about how everyone should be able to enjoy woodland environments regardless of their needs.	**Race (including ethnicity and culture)** • Pupils explore all seven continents and learn about the diversity of climates, landscapes, wildlife and human environments around the world, developing respect for people who live in different places. • Through the Christopher Columbus unit, pupils learn that Indigenous peoples were already living in the Americas before Columbus arrived. They also explore how views of Columbus have changed over time because of the way Indigenous people were treated, encouraging discussion of different historical perspectives. **Age** • Design and Technology requires pupils to design purposeful products for a **wide range of users**, encouraging them to consider the needs of different people when designing moving pictures and mechanisms.	**Disability** • Pupils learn how **Louis Braille** developed Braille to enable blind people to read and write, exploring why accessible communication is important. • Pupils study the history and development of **hearing aids, cochlear implants and British Sign Language (BSL)**, learning how technology has improved communication for deaf and hard of hearing people. • Pupils investigate historical and modern technologies that support people with visual and hearing impairments, including Braille, hearing aids, speech-to-text technology and sign language. • The DT project requires pupils to design and make an **inclusive textile product** for Pudsey Bear, considering tactile features and the needs of people with sight loss. • Geography lessons encourage pupils to evaluate how places such as Conkers could be made more accessible, for example through Braille signage or improved access for people with different needs. • Science lessons raise awareness of sensory impairments, assistive technology and pioneering scientists such as **Dr Sanduk Ruit**, helping pupils understand how medical advances improve people's lives. **Sex** • Pupils learn about **Patricia Bath**, **Linda Brown Buck** and **Helen Keller**, alongside male historical figures, ensuring that women are represented as significant scientists, inventors and campaigners. • These studies explicitly challenge stereotypes about who contributes to science, medicine and society. **Age** • Year 2 science explicitly teaches the stages of the human life cycle, helping pupils understand how people's needs change from infancy to adulthood and older age.	**Sex** • Pupils learn about the work of **Maria Sibylla Merian** (Year 1 Science) and **Joan Beauchamp Procter** (Year 2 Science), two pioneering female scientists whose contributions were historically overlooked. • These scientist studies explicitly challenge gender stereotypes and broaden pupils' understanding of who can be a scientist. **Race (including ethnicity and culture)** • Pupils explore countries, climates, habitats and wildlife across several continents, developing an appreciation of the diversity of places and communities around the world. • They learn that people live in and adapt to very different environments, fostering respect for global diversity.	**Religion or Belief** • Pupils learn about the importance of **St Paul's Cathedral** during the Great Fire of London and recognise that it is a Christian place of worship with historical and cultural significance. **Race and Ethnicity** • The geography and wider topic encourage pupils to recognise that **modern London and the UK are culturally diverse**, with people from many ethnic backgrounds contributing to life in the capital. • Pupils are encouraged to value diversity and understand that cities are shared spaces where everyone belongs.	**Gender** • Pupils learn that Mary Anning's scientific discoveries were not given the recognition they deserved because she was a woman living at a time when female scientists were not treated equally. They discuss why this was unfair, why everyone's ideas should be valued, and how women and men should have equal opportunities to contribute to science. • In science, modern female palaeontologist Dr Emma Nicholls is introduced as a contemporary role model, reinforcing that science is open to everyone regardless of gender.	**Disability** • Pupils explore how gardens and outdoor spaces should be designed so everyone can enjoy and use them. • Practical activities are designed to be accessible to all pupils, reinforcing that everyone should be able to participate regardless of physical or learning needs. **Race (including ethnicity and culture)** • Pupils investigate a wide variety of fruits and vegetables and discuss how people's food preferences are influenced by culture as well as taste. • They learn to respect different cultural food choices when designing products for others. **Religion or Belief** • Pupils recognise that people make different food choices for cultural or religious reasons when considering user preferences for their fruit product. • They learn that good designers respect these differences when creating products for others. **Age** • Pupils design products and outdoor spaces with different users in mind, recognising that younger and older people may have different needs and preferences. • Garden planning encourages pupils to consider creating spaces that can be enjoyed by the whole school community.

	understand how science can support people with visual impairments. **Age** • Year 2 science teaches the stages of the human life cycle and explores how people's needs change as they grow from babies into adults.									

KS1 Fundamental British Values: Wider Curriculum

Muck, Mess and Mixtures	Street Detectives	Near and Far	Land Ahoy	Enchanted Woodland	Superheroes	Paws, Claws and Whiskers	Bright Lights, Big City	Dinosaurs	Scented Garden
Democracy • Pupils participate in class discussions, debates and voting activities, including deciding which historical figure deserves a statue and selecting favourite artworks and pizza toppings. • They work collaboratively during scientific investigations, data handling, design activities and historical enquiries, listening to and valuing the views of others. • Computing lessons encourage pupils to collect, organise and present data, supporting evidence-based discussion and decision-making. **Individual Liberty** • Pupils make informed choices about healthy lifestyles, including food, exercise and hygiene, recognising how personal decisions affect their own wellbeing. • They make independent creative decisions when designing artwork, creating digital work and designing their sustainable pizzas. • History explores Florence Nightingale's determination to pursue nursing despite opposition, demonstrating the importance of following personal convictions and using individual talents to benefit others. **Mutual Respect** • Pupils develop respect for people from different cultures through learning about global foods, diverse artists and significant historical figures. • They learn to respect different dietary choices, beliefs and traditions when exploring foods from around the world. • History explicitly teaches that everyone should be treated fairly and with respect regardless of their	UNDER REVIEW – to be completed in 2026-2027	UNDER REVIEW – to be completed in 2026-2027	**Democracy** • Pupils work collaboratively during fieldwork, map-making, woodland enquiries and art projects, sharing ideas and making decisions together. • They collect and present survey data about local woodlands, discussing how green spaces could be improved for people and wildlife. • Pupils investigate their local **Tree Equity Score** and take civic action by creating posters or writing letters suggesting improvements to their local environment. **Individual Liberty** • Pupils express their own opinions about local woodlands, artworks and environmental issues, explaining and justifying their views. • They make independent choices when creating artwork, selecting natural materials and designing woodland maps. • Geography lessons encourage pupils to recognise that they can make a positive difference to their local environment through actions such as tree planting and campaigning for greener spaces. **Mutual Respect** • Pupils learn to respect nature by collecting natural materials responsibly and creating artwork without damaging habitats. • They develop respect for local environments through fieldwork, considering how people share woodland spaces with plants and animals. • The study of Andy Goldsworthy and Otobong Nkanga encourages pupils to appreciate different artistic approaches to the natural world and value others' creative ideas. **Tolerance of Those with Different Faiths and Beliefs (and those with Different Views)**	**Democracy** • Pupils work collaboratively to investigate materials, design moving mechanisms and solve geographical problems, listening to and valuing the ideas of others. • They discuss how oceans can be protected and consider actions people can take to care for the environment. • Geography activities encourage pupils to compare places around the world and share viewpoints respectfully during discussions. **Individual Liberty** • Pupils make independent decisions when designing and creating products using sliders and levers, selecting appropriate materials and evaluating their own work. • Science investigations encourage pupils to ask questions, test ideas and make evidence-based decisions about the suitability of different materials. • History explores Christopher Columbus' determination to pursue exploration while encouraging pupils to evaluate his actions critically rather than simply accepting historical narratives. **Mutual Respect** • Pupils develop respect for different countries, environments and cultures by learning about all seven continents and comparing places around the world. • History lessons encourage pupils to consider the impact of European exploration on Indigenous peoples and to understand why historical figures can be viewed differently by different people. • Sustainability discussions throughout geography and science promote respect for oceans, wildlife and the natural environment. **Tolerance of Those with Different Faiths and Beliefs**	**Democracy** • Pupils work collaboratively throughout the topic, sharing ideas, listening to others and making decisions during investigations, map work, DT design tasks and computing activities. • They evaluate how places such as Conkers could be improved, discussing and agreeing ideas that would benefit the wider community. • Pupils consider how technological inventions have improved communication for society and why innovation should meet the needs of everyone. **Individual Liberty** • Pupils develop an understanding that technology gives people greater independence, particularly through inventions such as Braille, hearing aids, cochlear implants, telephones and modern communication technology. • They make independent design decisions when creating inclusive products for Pudsey Bear, considering the needs of a specific user. • Computing lessons teach pupils how to use technology safely and responsibly, including recognising unsafe situations online and knowing where to seek help. **Mutual Respect** • Pupils develop empathy and respect for people with visual and hearing impairments by learning how Braille, British Sign Language and assistive technologies enable people to communicate. • The DT project encourages pupils to design products that are inclusive and meet the needs of others. • Geography lessons promote respect by encouraging pupils to consider how public spaces can be designed so everyone can enjoy and access them.	**Democracy** • Pupils work collaboratively during scientific investigations, geographical enquiries and art activities, sharing ideas and valuing each other's contributions. • They contribute to group discussions about how habitats can be protected and how local environments can be improved for wildlife. • Pupils help make decisions during collaborative art projects, such as contributing to whole-class displays and sharing resources fairly. **Individual Liberty** • Pupils make independent choices when designing artwork, selecting animal subjects and creating patterns and sculptures. • They develop an understanding that their own actions can positively affect animals and habitats through everyday choices and conservation. • Pupils independently design, create and test animations in ScratchJr, making decisions about sprites, backgrounds and algorithms. **Mutual Respect** • Pupils develop respect for animals, living things and biodiversity through learning about habitats, conservation and responsible care for wildlife. • They work cooperatively during practical investigations and creative activities, respecting others' ideas and contributions. • Pupils appreciate artistic traditions from different cultures and recognise the value of biodiversity and the natural world. **Tolerance of Those with Different Faiths and Beliefs (and those with different views)** • Pupils learn about the diversity of climates, habitats, countries and communities around	**Mutual Respect and Tolerance** • Pupils develop appreciation for London's cultural diversity and recognise that communities are strengthened when people respect one another. • Collaborative work in art, DT and geography encourages pupils to value others' ideas, give constructive feedback and work cooperatively. **Rule of Law** • Through studying the Great Fire of London, pupils learn how changes to building regulations and fire safety helped make cities safer following the disaster. • In DT and science, pupils follow agreed safety rules when using tools, handling materials and carrying out practical investigations, reinforcing the importance of rules in keeping people safe. **Democracy** • Pupils make shared decisions during collaborative activities, such as agreeing design criteria, selecting suitable materials and evaluating ideas together. • They are encouraged to listen to others, explain their opinions and recognise that different viewpoints can all contribute to successful outcomes. **Individual Liberty** • Pupils make independent creative choices when designing structures, producing artwork and selecting materials. • They are encouraged to express their own ideas while recognising their responsibility to make safe and environmentally responsible choices.	**Democracy** • Pupils learn that everyone's ideas and contributions should be listened to and valued, using Mary Anning's experiences to explore why it is important that all voices are heard. • Pupils use evidence to support their opinions and understand the importance of making informed decisions rather than relying on assumptions. **Rule of Law** • Pupils learn that the Equality Act protects people from unfair treatment, helping them understand how laws promote fairness and equality. • They also explore the importance of using reliable evidence in science and history and following agreed rules when working with shared resources. **Individual Liberty** • Pupils explore Mary Anning's curiosity, resilience and determination, recognising that people should be free to pursue their interests and talents regardless of barriers. • In Art, pupils make their own creative choices, experiment with techniques and develop their own artistic ideas. **Mutual Respect** • Pupils discuss why Mary Anning deserved recognition for her achievements and why everyone's ideas and contributions should be respected. • They consider how recognising positive role models helps build a fair and inclusive society.	**Democracy** • Pupils share ideas, discuss options and make decisions when designing their fruit product and planning the school garden. • They gather the views and preferences of others through simple surveys and use this information to inform their designs. • Pupils contribute ideas about how the garden could be improved for the benefit of the school community. **Individual Liberty** • Pupils make independent choices about photographs, product designs, ingredients and garden plans, explaining the reasons for their decisions. • They develop confidence in making informed choices based on evidence gathered through scientific enquiry and geographical fieldwork. • Outdoor investigations encourage curiosity, independent observation and exploration. **Mutual Respect** • Pupils work collaboratively during practical investigations, fieldwork, cooking and design activities. • They listen respectfully to others' ideas and preferences when designing products and planning improvements to the school environment. • They develop respect for living things and the natural environment through caring for plants and supporting biodiversity. **Tolerance of Those with Different Faiths and Beliefs (and those with different views)** • Pupils recognise that people have different tastes, cultures and food preferences, and that these should be respected when designing products. • They value different opinions about how shared outdoor spaces

	background, using the experiences of Mary Seacole to explore prejudice and equality. • Science encourages respect for people's bodies, health and wellbeing, and for the different ways science improves people's lives. **Tolerance of Those with Different Faiths and Beliefs (and those with Different Views)** • Pupils develop understanding of different cultures through the study of global flatbread traditions and respectful discussion of religious and cultural dietary choices. • They learn to appreciate diverse historical perspectives by comparing the lives of Florence Nightingale and Mary Seacole and considering why some individuals have been remembered differently. • Art lessons encourage pupils to appreciate artists from different backgrounds and to value different responses to works of art. • Throughout the topic, pupils are encouraged to listen respectfully to others' opinions during discussions, evaluations and debates. **Rule of Law** • Pupils follow hygiene and food safety rules during cooking activities, understanding that these rules protect everyone's health. • Science lessons reinforce why hygiene rules, clean water and food safety are important for individuals and communities. • Practical science, art and DT lessons require pupils to follow agreed rules for the safe use of tools, equipment and materials. • Computing lessons promote responsible use of digital technology, including following agreed classroom routines when using computers and handling data.			• Pupils explore how different artists interpret and represent nature, recognising that there are many valid ways to respond creatively to the environment. • They discuss differing opinions about local places, comparing how people feel about woodland environments and respecting different viewpoints. • Learning about tree equity encourages pupils to understand that different communities have different experiences of access to nature and to value fairness for everyone. **Rule of Law** • Pupils follow agreed rules for safe and respectful behaviour during woodland visits and fieldwork. • They learn why rules are needed to protect habitats, wildlife and natural resources, including collecting only fallen natural materials for artwork. • Computing lessons reinforce responsible use of technology while creating digital artwork and following agreed classroom expectations for using digital devices.	**(and those with different views)** • Pupils explore contrasting historical interpretations of Christopher Columbus, recognising that people today hold different views about his achievements and his treatment of Indigenous peoples. • They compare life in different parts of the world and develop appreciation for different environments, cultures and ways of living. • Classroom discussions encourage pupils to listen respectfully to different opinions when evaluating historical evidence and environmental issues. **Rule of Law** • Pupils follow agreed rules for using tools and equipment safely during DT and science lessons. • Science investigations reinforce the importance of following fair testing methods and agreed procedures to produce reliable results. • Geography fieldwork and environmental learning emphasise the shared responsibility to protect oceans and natural environments by following rules that reduce pollution and environmental damage.	• Science lessons reinforce respect for people's different abilities and the importance of supporting one another to stay healthy and well. **Rule of Law** • Computing lessons explicitly teach pupils to follow rules for using technology safely and responsibly, keeping personal information private and seeking help if they encounter inappropriate content. • DT and science lessons require pupils to follow agreed safety rules when using tools, equipment and practical resources. • During the Conkers fieldwork, pupils follow agreed rules to ensure everyone's safety and protect the natural environment.	the world, developing respect for different ways of life. • They appreciate artistic traditions from a range of cultures and recognise that people interact with the natural world in different ways. • Discussions encourage pupils to value different viewpoints about protecting wildlife and the environment. **Rule of Law** • Pupils follow agreed rules for the safe use of scientific equipment, art tools and computing devices. • They learn that wildlife is protected through conservation laws, national parks and other measures designed to safeguard habitats and endangered species. • They understand the importance of following agreed rules when sharing resources and carrying out practical activities safely.			should be used and improved for everyone. **Rule of Law** • Pupils follow agreed rules for hygiene and food safety when preparing fruit products. • They use tools and equipment safely during practical DT, science and computing activities. • They understand the importance of following rules to ensure the safe and respectful use of shared outdoor spaces during fieldwork and garden activities.

LKS2 Protected Characteristics: Wider Curriculum

Tribal Tales

Race

- Pupils study the lives, culture and achievements of prehistoric communities from the Stone Age to the Iron Age, developing understanding and appreciation of people from a very different historical period.
- Through art, pupils investigate prehistoric sculpture, pottery and artistic traditions, recognising that creativity and culture have existed across human societies for thousands of years.
- Pupils explore how farming, settlement and technology developed over time, helping them understand how different societies adapted to their environments and how human civilisation has changed.

Religion or Belief

- Pupils investigate prehistoric ceremonial practices, cave art, burials and monuments such as Stonehenge, recognising that prehistoric people held beliefs and took part in rituals, even though historians cannot always be certain of their purpose.
- Pupils learn to use historical evidence to consider different theories about why Stonehenge was built, developing respect for different interpretations of past beliefs and practices.

I am Warrior

UNDER REVIEW – to be completed in 2026-2027

Urban Pioneers (New adaptation for 2026-2027)

Age

- Pupils design sustainable cities that meet the needs of people at different stages of life, considering features such as play areas, schools, healthcare, accessible public spaces and safe transport.
- Pupils evaluate how architects design buildings and communities that support people of all ages.

Disability

- Pupils explicitly consider accessibility when designing sustainable buildings and cities, discussing how buildings and public spaces can be designed to meet the needs of people with different abilities.
- In the DT unit, pupils are encouraged to design inclusive cities that include accessible transport systems and public spaces, ensuring designs meet the needs of a wide range of users.

Race

- Pupils study architects from a wide range of cultural backgrounds, including Diébédo Francis Kéré (Burkina Faso), Yasmeen Lari (Pakistan) and Vo Trong Nghia (Vietnam), developing appreciation for the contributions of people from different cultures to architecture and sustainable design.
- Pupils explore how architecture and city design respond to different climates, cultures and communities around the world, encouraging respect for cultural diversity.
- In the DT unit, pupils are encouraged to design community facilities that reflect cultural diversity and meet the needs of diverse populations.

Religion or Belief

Predator

UNDER REVIEW – to be completed in 2026-2027

Gods and Mortals

Race

- Pupils study Ancient Greece as a significant civilisation, developing understanding and appreciation of a culture different from modern Britain.
- Pupils explore the lasting cultural legacy of Ancient Greece, including its influence on democracy, science, mathematics, theatre and the Olympic Games, promoting respect for the achievements of different cultures and civilisations.
- Through art, pupils investigate Ancient Greek architecture, pottery and artistic traditions, encouraging appreciation of cultural heritage.

Religion or Belief

- Pupils explore Ancient Greek gods, myths and legends, understanding the importance of religious beliefs within Ancient Greek society and how these influenced art, architecture and storytelling.
- Art and DT outcomes are inspired by Greek myths and deities, reinforcing understanding of how belief systems shaped culture and creative expression.

Sex

- Pupils explicitly investigate the role and status of women in Ancient Greek society, comparing their rights, responsibilities

Heroes and Villains

Race (including ethnicity and culture)

- History explicitly explores the experiences of **Black Britons** under different monarchs through the lives of **John Blanke**, **Olaudah Equiano** and **Sarah Forbes Bonetta**, examining how different monarchs' actions affected Black communities over time.
- Pupils examine the impact of the **British Empire** on colonised peoples, considering both progress and injustice and how monarchy influenced different communities around the world.
- Art introduces pupils to **Wangechi Mutu**, a Kenyan-born contemporary artist, broadening representation and exploring identity, power and culture through sculpture.
- Science/DT celebrates the achievements of **Granville T. Woods**, highlighting both his pioneering electrical inventions and the discrimination he faced as a Black inventor, reinforcing the importance of equality and recognising talent from all backgrounds.

Sex

- Art explores **Wangechi Mutu's** work, including themes of **womanhood**, identity and empowerment, ensuring female artists are represented alongside male artists.
- Science/DT includes the work of **women inventors and scientists** alongside male inventors, helping to challenge stereotypes about who works in science, engineering and technology.

Tremors

Race (including ethnicity and culture)

- Pupils study artists from different cultural backgrounds, including **Utagawa Hiroshige** (Japan), alongside local artist **Joseph Wright of Derby** and **Andy Warhol**, helping pupils appreciate artistic traditions from different cultures.
- Geography explores how earthquakes and volcanic eruptions affect communities around the world differently, highlighting **global inequalities** and encouraging pupils to understand the different experiences of people living in different countries.
- Pupils compare case studies from countries including **Japan**, **Italy** and the **United Kingdom**, developing understanding and respect for different places, cultures and communities.

Sex

- Science revisits the work of **Mary Anning**, highlighting the achievements of a pioneering female scientist whose discoveries were not fully recognised during her lifetime because of social attitudes.
- The unit also introduces modern scientists, demonstrating that science is a field open to everyone regardless of gender.

Traders and Raiders

Race (including ethnicity and culture)

- History explores the migration of the **Scots, Anglo-Saxons and Vikings**, helping pupils understand that migration, cultural exchange and settlement have shaped Britain throughout its history.
- Geography reinforces that migration and cultural blending are longstanding aspects of British identity, encouraging pupils to see modern Britain's diversity in its historical context.
- Pupils evaluate changing historical interpretations of the Vikings, recognising that different perspectives and new evidence can change how groups of people are understood.

Religion or Belief

- History examines how **Christianity spread through Britain**, including the work of **St Augustine** and **St Columba**, and explores how religious beliefs transformed Anglo-Saxon society.
- Geography explores the historical role of **cathedrals** in defining cities and shaping settlement patterns, recognising religion as an important part of Britain's cultural heritage.

Disability

- Geography requires pupils to design **sustainable settlements** that are accessible and inclusive, considering how places can meet the needs of people with disabilities.

Sex

- Design and Technology explicitly celebrates the achievements of **Ada Lovelace** and **Grace Hopper**, challenging gender stereotypes by highlighting the contribution of women to computing and engineering.
- Pupils discuss equality of opportunity in STEM and are encouraged to

Burps, Bottoms and Bile

Race (including ethnicity and culture)

- Pupils study the work of **Jean-Michel Basquiat**, a Black artist whose work explored identity, culture and personal expression, ensuring diverse representation within the art curriculum.
- In Design and Technology, pupils investigate grain-based dishes from a range of cultures and celebrate the cultural diversity of the school community by exploring and sharing family recipes and food traditions.
- Science explores how **access to nutritious food varies globally**, helping pupils understand that health outcomes can be affected by inequality around the world.

Religion or Belief

- Design and Technology explicitly teaches pupils to respect **dietary requirements, allergies and cultural or religious food traditions** when designing and preparing food.
- Practical cooking activities are planned to be inclusive and sensitive to religious and cultural dietary needs.

Sex

- Science explicitly challenges **gender stereotypes around strength and ability** when studying the skeleton and muscles.
- Pupils learn about **Nina Tandon**, a female biomedical engineer whose pioneering work demonstrates the contribution of women to science and medicine.

Disability

- Science recognises that **disability and medical conditions may affect movement or digestion**, helping pupils understand that people's bodies function differently and that these differences should be respected.
- Learning about biomedical engineering

Blue Abyss

Disability

- Geography fieldwork encourages pupils to consider how reservoirs and other public spaces can be made accessible and welcoming for people with disabilities.
- Pupils evaluate how outdoor environments can be designed so that everyone can enjoy and use them safely.

Age

- Geography lessons encourage pupils to consider how public spaces should meet the needs of different users, including young children and older adults.
- Discussions about access to reservoirs and green spaces reinforce the importance of designing environments that can be enjoyed by people of all ages.

Race (including ethnicity and culture)

- Pupils explore how access to clean water is unequal across the world and learn that environmental change often disproportionately affects communities in the Global South.
- Geography and science lessons develop respectful understanding of global inequality, helping pupils recognise that environmental issues affect different communities in different ways.

			• Pupils consider how sustainable cities should provide community facilities that reflect the cultural and religious diversity of the people who live there. **Sex** • Pupils study the work of both male and female architects, including Yasmeen Lari and Norman Foster, helping to challenge gender stereotypes within architecture and design. • The unit explicitly highlights architects from a range of genders and backgrounds to promote inclusion and demonstrate that success in architecture is not limited by gender.		and opportunities with those of men. • Pupils evaluate historical evidence about women in Ancient Greece and recognise that rights and freedoms have changed over time, encouraging discussion about equality between men and women.			see invention and technological innovation as fields open to everyone, regardless of gender.	and bone repair demonstrates how science can improve quality of life for people with injuries or disabilities.	

LKS2 Fundamental British Values: Wider Curriculum

Tribal Tales

Democracy

- Pupils work collaboratively to discuss historical evidence, compare interpretations and justify their ideas using evidence from archaeological discoveries.
- In the art unit, pupils share ideas, evaluate designs and contribute to discussions when selecting and refining their final outcomes.

The Rule of Law

- Pupils learn that modern laws, such as the **Ivory Act (2018)**, exist to protect endangered animals and the environment. They explore why these laws were introduced and the importance of protecting wildlife from exploitation.
- Pupils investigate how archaeologists use evidence to build understanding of prehistoric life, recognising the importance of evidence rather than assumptions when reaching conclusions.
- Through scientific investigations, pupils follow agreed procedures for fair testing, careful observation and accurate recording of evidence, reinforcing the importance of agreed rules in scientific enquiry.

Individual Liberty

- Pupils make independent artistic decisions when designing prehistoric patterns, creating clay pots and selecting materials and techniques, developing confidence in expressing their own creative ideas.
- Pupils are encouraged to make ethical choices about the materials they use and consider how individual actions can help protect wildlife and the environment.
- In science, pupils make predictions, choose equipment and draw

I am Warrior

UNDER REVIEW – to be completed in 2026-2027

Urban Pioneers (New adaptation for 2026-2027)

Democracy

- Pupils work collaboratively to research, discuss and agree the most important features of a sustainable city, making shared decisions throughout the design process.
- Pupils evaluate different architectural designs and justify their opinions through discussion, listening respectfully to the views of others before refining their own ideas.
- In computing, pupils plan, create and evaluate podcasts and animations, giving and responding to peer feedback to improve their work.

The Rule of Law

- Pupils learn about copyright and ownership of digital audio, recognising that creators have legal rights over their work and that copying without permission is not acceptable.
- Throughout the DT unit, pupils follow agreed design criteria and safe working procedures when selecting tools and materials and constructing their models.
- Pupils consider how well-planned cities use rules, systems and infrastructure to help communities function safely and sustainably.

Individual Liberty

- Pupils make independent creative choices when designing sustainable buildings, creating architectural artwork and developing their own Green City solutions.
- Pupils independently plan, record and edit podcasts and create stop-frame animations, making decisions about content, style and presentation.
- Pupils are encouraged to think creatively about how individuals can

Predator

UNDER REVIEW – to be completed in 2026-2027

Gods and Mortals

Democracy

- Pupils learn that Ancient Athens developed one of the world's earliest forms of democracy and explore how citizens participated in decision-making.
- Pupils compare Ancient Athenian democracy with modern Britain, recognising both the similarities and important differences, including who was allowed to vote.
- Pupils evaluate the limitations of Athenian democracy by considering the exclusion of women, slaves and non-citizens, helping them understand how democracy has developed over time.

The Rule of Law

- Pupils explore how Ancient Greek city states were governed and how laws and systems of government helped organise society.
- Pupils investigate how evidence is used by historians, learning to distinguish between fact, interpretation and myth when reaching conclusions about the past.

Individual Liberty

- Pupils compare the freedoms enjoyed by different groups within Ancient Greek society, recognising that liberty was not equally shared and has changed significantly over time.
- Through the art and DT projects, pupils are encouraged to make individual creative choices when designing artwork and products inspired by Greek myths, architecture and pottery.

Mutual Respect

- Pupils develop respect for the achievements, culture and artistic traditions of Ancient Greece through the study of its history,

Heroes and Villains

Democracy

- History explicitly teaches how Britain changed from an **absolute monarchy to a constitutional monarchy**, helping pupils understand democracy, Parliament, voting and the sharing of power.
- Pupils debate historical questions such as whether **King John** or **Charles I** were heroes or villains, using evidence to justify their opinions and listening respectfully to opposing viewpoints.
- Pupils explore how the **Magna Carta** marked an important step towards limiting power and increasing people's rights, laying foundations for modern democracy.

Individual Liberty

- Pupils learn how individuals such as **John Blanke**, **Olaudah Equiano**, **Sarah Forbes Bonetta**, **Wangechi Mutu** and **Granville T. Woods** overcame barriers and used their talents to make significant contributions to society.
- Art encourages pupils to express their own ideas, emotions and identity through drawing and sculpture inspired by a range of artists.
- Science and DT encourage pupils to think creatively and independently when designing and evaluating electrical products to meet users' needs.

Mutual Respect

- History develops respect for people from different backgrounds by exploring the experiences of **Black Britons** throughout British history and considering how different monarchs affected their lives.
- Pupils learn to respect different interpretations of historical events by evaluating evidence and recognising that historical figures can be

Tremors

Democracy

- Pupils discuss and debate geographical questions such as whether people should live near volcanoes, using evidence to justify their opinions and listening respectfully to different viewpoints.
- Geography lessons encourage collaborative decision-making about how communities should respond to natural hazards and balance safety, sustainability and economic needs.
- Art lessons develop democratic discussion through structured peer critiques, where pupils respectfully evaluate artwork and consider different interpretations.

Individual Liberty

- Pupils make independent artistic choices about colour, composition and style when creating volcano paintings inspired by different artists.
- Geography encourages pupils to consider the choices people make about living in hazardous environments, recognising both personal responsibility and informed decision-making.
- Computing requires pupils to design, test and refine their own games, encouraging creativity, problem-solving and independent thinking throughout the programming process.

Mutual Respect

- Pupils develop respect for people living in different parts of the world by exploring how communities respond to earthquakes, volcanoes and mountain environments.
- Art promotes respect for artists from different countries, cultures and historical periods by comparing the work of Joseph Wright, Andy Warhol and Utagawa Hiroshige.
- Science encourages pupils to recognise and

Traders and Raiders

Democracy

- History encourages pupils to evaluate historical evidence, debate historical interpretations and justify their conclusions, for example when deciding whether the Vikings should be remembered primarily as raiders or settlers.
- Geography develops democratic skills through debates about the best places to live, sustainable settlement design and the responsible use of natural resources, with pupils listening respectfully to different viewpoints and voting on collective decisions.
- DT encourages collaborative design, peer feedback and shared decision-making throughout the design process.

Individual Liberty

- Pupils explore how migration and settlement have shaped Britain, recognising that people move for different reasons and that freedom to seek safety and opportunity has influenced history.
- DT allows pupils to make independent design choices by selecting story themes, programming solutions and creative approaches to their interactive products.
- Geography encourages pupils to reflect on where and how they would choose to live, considering how sustainable choices can improve communities and the environment.

Mutual Respect

- History develops respect for different cultures by exploring the lives, beliefs and contributions of the Scots, Anglo-Saxons and Vikings, recognising that each group helped shape Britain's history.
- Geography promotes respect for different communities, lifestyles and settlement types, encouraging pupils to consider how places can

Burps, Bottoms and Bile

Democracy

- Pupils discuss, justify and evaluate design ideas throughout the DT unit, including agreeing design criteria and evaluating products against the needs of a specific user.
- They collaborate during scientific investigations, practical activities and programming tasks, listening to others' ideas and using evidence to reach conclusions.
- In DT, pupils vote on prototype ingredients and share ideas respectfully when developing their grain bowl designs.

Individual Liberty

- Pupils make informed choices about healthy eating by using scientific evidence to understand nutrition, digestion and long-term health.
- They make independent design decisions when creating culturally inspired grain bowls and justify these choices against user needs and sustainability criteria.
- Art lessons encourage pupils to express their own ideas and identity creatively, inspired by Jean-Michel Basquiat's work and his use of art as a form of personal expression.
- Programming lessons require pupils to make independent design decisions, test solutions and refine their own Scratch projects.

Mutual Respect

- Pupils develop respect for different dietary requirements, allergies and cultural food traditions when designing and preparing food.
- Science promotes respect for people's different health needs, medical conditions and physical abilities.
- Art lessons encourage pupils to appreciate artists from different cultures and to respect different artistic styles, perspectives and interpretations.

Blue Abyss

Democracy

- Pupils work collaboratively during fieldwork, scientific investigations and digital mapping activities, sharing evidence and making decisions together.
- They discuss how reservoirs, rivers and water resources should be managed, considering the needs of people, wildlife and future generations.
- Pupils collect, analyse and present fieldwork data, using evidence to support discussions and justify their conclusions.

Individual Liberty

- Pupils reflect on how their own choices, such as conserving water, preventing pollution and avoiding littering, affect other people and the environment.
- They make independent decisions when carrying out geographical enquiries, creating digital story maps and interpreting scientific evidence.
- Computing lessons encourage pupils to think critically about online information, evaluating whether online content is honest, accurate and reliable before sharing it.

Mutual Respect

- Pupils develop respect for shared natural environments by exploring how reservoirs provide water, habitats and recreational opportunities for many different users.
- They learn to value the needs of both people and wildlife when considering how water environments should be managed.
- Through discussions about global access to clean water, pupils develop empathy for communities facing environmental challenges and recognise the importance of protecting natural resources for everyone.

	evidence-based conclusions during practical investigations, developing independence as young scientists. **Mutual Respect** • Pupils develop respect for prehistoric societies by exploring their achievements, creativity, ingenuity and ways of life, recognising that early communities made significant contributions to human development. • In the art unit, pupils respectfully evaluate and discuss one another's artwork, valuing different ideas, interpretations and creative approaches. • Pupils consider the importance of protecting living things today through discussions about elephants, the ivory trade and sustainable use of materials. **Tolerance of Those with Different Faiths and Beliefs** • Pupils explore prehistoric rituals, burial practices and monuments such as Stonehenge, recognising that people in the past held different beliefs and practised different ceremonies from those of today. • Pupils examine different interpretations about the purpose of Stonehenge and learn that historians may hold different evidence-based views about the beliefs and practices of prehistoric people.		contribute to creating more sustainable communities through thoughtful design. **Mutual Respect** • Pupils develop respect for the work of architects from different cultures and backgrounds and appreciate how architecture can improve people's lives. • Throughout the art, DT and computing units, pupils evaluate one another's work respectfully, offering constructive feedback and valuing different ideas and creative approaches. • Pupils consider the needs of different members of the community when designing inclusive, sustainable cities, recognising that successful communities depend on respect for others. **Tolerance of Those with Different Faiths and Beliefs** • Pupils study architects from a range of countries and cultural backgrounds, developing appreciation for different approaches to architecture, sustainability and community design around the world. • In the DT unit, pupils are encouraged to design cities that reflect cultural and religious diversity and meet the needs of people from different backgrounds, promoting understanding and inclusion.		architecture, myths and artwork. • Pupils present and evaluate their own and others' artwork and DT products respectfully, giving constructive feedback during exhibitions and evaluations. **Tolerance of Those with Different Faiths and Beliefs** • Pupils study Ancient Greek mythology and religious beliefs, recognising that different societies have held different beliefs and traditions throughout history. • Pupils explore how belief in the Greek gods influenced everyday life, art, architecture and storytelling, promoting understanding of beliefs that differ from those held today.	viewed differently by different people. • Science and DT promote respect for inventors and scientists from diverse backgrounds and encourage pupils to value everyone's contributions regardless of race or gender. • Art lessons encourage pupils to appreciate artists from different cultures and respect different forms of artistic expression. **Tolerance of Those with Different Faiths and Beliefs (and those with Different Views)** • Pupils consider contrasting historical interpretations of monarchs, debating whether they should be regarded as heroes or villains using historical evidence. • They explore how monarchy affected different groups of people, including Black Britons and people living within the British Empire, developing understanding of different experiences and perspectives. • Art explores themes of identity, power and expression through the work of Wangechi Mutu, encouraging pupils to appreciate different viewpoints and cultural perspectives. • Classroom debates and discussions require pupils to listen respectfully to others, challenge ideas using evidence and accept that reasonable people may reach different conclusions. **Rule of Law** • History explicitly teaches the importance of the **Magna Carta**, the development of Parliament and the rule of law, showing how legal limits on power protect people's rights and freedoms. • Pupils learn how laws and government evolved following the English Civil War, helping them understand why no one should be above the law. • Science and DT require pupils to follow agreed safety procedures when	value the contributions of scientists from different backgrounds, including Mary Anning and modern environmental scientists, challenging stereotypes about who can contribute to science. **Tolerance of Those with Different Faiths and Beliefs (and those with Different Views)** • Geography helps pupils understand that communities around the world respond differently to natural hazards depending on their geography, resources and culture, encouraging respect for different experiences and perspectives. • Art explores artistic traditions from different cultures, encouraging pupils to appreciate different creative styles and cultural influences rather than viewing one approach as superior. • Classroom discussions encourage pupils to listen respectfully to different opinions during debates about environmental decisions, sustainability and artistic interpretation. **Rule of Law** • Science lessons require pupils to follow agreed safety rules and fair-testing procedures during practical investigations involving rocks, soils and states of matter. • Geography explores why building regulations, emergency planning and disaster preparedness are important in areas affected by earthquakes and volcanoes, demonstrating how rules help protect communities. • Computing reinforces responsible use of technology through the Scratch community guidelines and expectations for creating and sharing digital work safely and respectfully.	meet the needs of everyone. • Science highlights how scientific discoveries, such as MRI technology and magnetic innovations, improve people's lives, encouraging appreciation for the contribution of scientists and engineers. • DT promotes respect for diversity in STEM by celebrating the achievements of Ada Lovelace and Grace Hopper and recognising that innovation benefits from different perspectives. **Tolerance of Those with Different Faiths and Beliefs (and those with Different Views)** • History explores how the spread of Christianity changed Anglo-Saxon Britain while recognising that different beliefs coexisted during periods of transition, encouraging pupils to understand religious change respectfully. • Pupils evaluate contrasting interpretations of the Vikings, recognising that historical views can differ depending on the evidence available and the perspective of the source. • Geography explores how migration and settlement have contributed to Britain's diverse communities, encouraging pupils to value different cultures and ways of life. **Rule of Law** • History explores the development of kingdoms, leadership and legal systems, including the **Danelaw**, helping pupils understand how laws and rules shaped early medieval Britain. • Geography examines modern laws protecting wildlife and natural resources, helping pupils understand why rules are needed to safeguard people and the environment. • Science and DT require pupils to follow agreed safety procedures when using magnets, electrical components,	• Peer evaluations across the topic encourage pupils to give constructive feedback and value the ideas and work of others. **Tolerance of Those with Different Faiths and Beliefs (and those with Different Views)** • DT explores grain-based meals from different cultures, helping pupils appreciate cultural diversity through food. • Pupils learn to respect religious and cultural dietary practices when designing meals and discussing users' needs. • Art lessons explore how Jean-Michel Basquiat used art to communicate identity and personal experiences, encouraging pupils to value different perspectives and creative expression. • Classroom discussions encourage pupils to listen respectfully to different opinions when evaluating artwork, scientific evidence and design ideas. **Rule of Law** • DT explicitly teaches hygiene and food safety rules, helping pupils understand that these rules protect everyone's health and wellbeing. • Science explores the role of food labelling and health guidance, demonstrating how rules and regulations support public health. • Practical science, art and DT lessons require pupils to follow agreed safety procedures when using equipment and materials. • Computing lessons reinforce responsible use of digital technology and appropriate behaviour when creating, saving and sharing work.	**Tolerance of Those with Different Faiths and Beliefs (and those with Different Views)** • Pupils recognise that different communities value and use water environments in different ways, including for leisure, conservation, agriculture and water supply. • They explore global water inequality, developing understanding of the different challenges faced by communities around the world. • Fieldwork and classroom discussions encourage pupils to listen respectfully to different viewpoints about balancing environmental protection with human needs. **Rule of Law** • Pupils learn why rules exist at reservoirs and other public spaces, including safety rules, conservation restrictions and protected habitats. • During fieldwork, pupils follow agreed rules to ensure their own safety and to protect the environment. • Computing lessons reinforce the importance of responsible online behaviour, respecting copyright, evaluating the reliability of online information and thinking carefully before sharing digital content.

						working with electrical circuits, tools and equipment. • Computing reinforces responsible use of technology, including using secure passwords and understanding how networks allow information to be shared safely and responsibly.		tools and programming equipment. • DT and Computing reinforce responsible and safe use of technology when constructing and programming interactive products.		

UKS2 Protected Characteristics: Wider Curriculum	Hola Mexico	A Child's War	Revolution	Frozen Kingdom	Darwin's Delights	Pharaohs	Stargazers	Tome Traveller	Peasants, Princes and Pestilence	Alchemy Island
	Age • Pupils compare the lives of children living in modern Mexico with those of children in the ancient Mayan civilisation, developing understanding of how childhood has changed across time and place. • Pupils explore the experiences of people living in contrasting environments, including urban, rural and indigenous communities in modern Mexico. **Race** • Pupils study Mexico and the Mayan civilisation, developing understanding and appreciation of Mexican culture, history and heritage. • Pupils learn about indigenous communities, including the Lacandon Maya, developing respect for different ethnic groups, cultures and traditional ways of life. • Pupils study **Frida Kahlo**, a significant Mexican artist, broadening representation beyond European artists and encouraging appreciation of different cultural traditions. • Pupils explore how culture, identity and representation are expressed through art by creating self-portraits inspired by Frida Kahlo's work **Religion or Belief** • Pupils learn about the religious beliefs of the ancient Maya, including their many gods, ceremonies and the importance of religion in Mayan society. • Pupils explore the beliefs and traditions of indigenous communities in modern Mexico, recognising that different cultures may hold different beliefs and values. • Pupils consider the impact of the Spanish conquest and the spread of Christianity on Mayan religious beliefs and culture. **Sex** • Pupils study **Frida Kahlo** as a significant female	UNDER REVIEW – to be completed in 2026-2027	UNDER REVIEW – to be completed in 2026-2027	UNDER REVIEW – to be completed in 2026-2027	UNDER REVIEW – to be completed in 2026-2027	**Race** • Pupils study **Ancient Egypt** as one of the world's earliest civilisations, developing understanding and appreciation of the history, culture, achievements and legacy of an African civilisation. • Through geography, pupils explore the physical and human geography of **Africa**, including Egypt's biomes, climate, the River Nile and modern environmental challenges, developing respect for the diversity of African countries and environments. • Through art, pupils investigate Ancient Egyptian artefacts, hieroglyphics and artistic traditions, recognising how art reflected the beliefs, identity and culture of Ancient Egyptian society. • Pupils compare Ancient Egypt with other early civilisations, recognising both shared characteristics and unique cultural achievements. **Religion or Belief** • Pupils learn about **Ancient Egyptian religious beliefs**, including beliefs about gods, the afterlife, mummification, burial customs and the purpose of pyramids and tombs. • Through the art unit, pupils explore how Egyptian artefacts, sarcophagi, amulets and hieroglyphics expressed religious beliefs and cultural identity. • Pupils investigate how religious beliefs influenced everyday life, leadership and society in Ancient Egypt, helping them understand how belief systems shape cultures. **Sex** • Pupils investigate the roles and daily lives of **men, women and children** in Ancient Egyptian society, comparing responsibilities, occupations and status within this hierarchical civilisation.	**Disability** • The science unit explores how **light enables vision** and introduces pupils to the work of **Alhazen**, whose discoveries underpin modern understanding of sight. Pupils also discuss how glasses and lenses help correct vision, providing an explicit opportunity to understand visual impairment and how science improves people's lives. • Pupils consider **global access to vision care and safe lighting**, recognising that not everyone has equal access to healthcare and technologies that support sight. **Sex** • Pupils study the achievements of both **Mae Jemison** and **Katherine Johnson** alongside other influential scientists, helping to challenge gender stereotypes within science and astronomy by highlighting the contributions of women in STEM.	**Gender Reassignment** • Pupils explore the history of **LGBTQ+ rights**, including the **Stonewall movement**, examining how attitudes and legal protections for transgender people have changed over time. • The art unit encourages pupils to express their own identity through fashion and celebrates individuality, helping pupils recognise that identity can be expressed in different ways. **Race** • Pupils study the **Windrush Generation**, exploring why people migrated to Britain, the challenges they faced and the lasting contribution they made to British society and culture. • Pupils investigate the history, culture and traditions of **Gypsy, Roma and Traveller (GRT) communities**, developing understanding of their identity and the discrimination they have experienced. • Through the art unit, pupils study designers from a range of cultural backgrounds, including **Kerby Jean-Raymond (USA), Rahul Mishra (India) and Tatyana Antoun (Lebanon)**, recognising how fashion can celebrate culture and challenge discrimination. • Pupils explore how identity has been shaped by migration, ethnicity and cultural diversity throughout British history, helping them appreciate the contribution of diverse communities to modern Britain. **Religion or Belief** • Pupils investigate how **religious identity** has shaped British society and explore the importance of respecting different beliefs as part of Britain's changing identity. • The art unit encourages pupils to explore how clothing and fashion can communicate cultural and religious identity, promoting understanding of different traditions and beliefs. **Sex**	**Age** • Pupils study the **human life cycle from fertilisation to old age**, developing understanding of how people change physically and cognitively throughout life. • Pupils compare the life cycles of humans, mammals, amphibians, birds and insects, recognising that different organisms develop in different ways. **Pregnancy and Maternity** • Pupils learn about **human reproduction**, including fertilisation, pregnancy (gestation), foetal development and birth as part of the human life cycle. • Pupils explore the role of the placenta and the stages of development from zygote to embryo to foetus, developing scientific understanding of pregnancy. **Religion or Belief** • In the Eyam history unit, pupils explore how **religious belief** influenced people's understanding of disease and shaped the leadership and decision-making of **Reverend William Mompesson** and **Thomas Stanley** during the plague. • Pupils examine the role of the Church in seventeenth-century Eyam and how religious beliefs influenced the community's response to the plague. **Sex** • Pupils learn that **both male and female reproductive systems** are involved in human reproduction and study fertilisation using accurate scientific vocabulary. • Pupils learn about the physical and emotional changes that occur during **puberty** for males and females, recognising that the timing of puberty varies naturally between individuals.	**Disability** • The DT unit explicitly considers **dietary needs, allergies and inclusive design**, encouraging pupils to adapt recipes so they are suitable for a range of users. This provides a clear opportunity to discuss designing products that meet the needs of people with different disabilities or medical conditions. • The geography unit encourages pupils to consider how places can be designed to be **accessible for people with disabilities**, including how physical geography and planning decisions can affect access and inclusion. **Race** • Pupils explore **Russian and Eastern European food culture** through the study and preparation of Borscht, developing understanding and respect for different cultural traditions. • The DT unit explicitly includes links to **Gypsy, Roma and Traveller (GRT) food traditions**, helping pupils recognise and value the cultural heritage of minority ethnic communities. • Pupils investigate how climate, geography and culture influence food traditions, encouraging appreciation of cultural diversity rather than viewing one culture as the norm.

	artist, helping to challenge gender stereotypes by highlighting the achievements of women within art history.							• Pupils investigate **women's changing roles and rights** through history, including the suffrage movement, feminism and changing expectations reflected in fashion and society. • Through the art unit, pupils explore **SDG 5 – Gender Equality**, studying how fashion has been used as a tool for empowerment and celebrating the achievements of women in design. **Sexual Orientation** • Pupils explicitly study the **Stonewall movement** as part of Britain's history of equality, exploring how LGBTQ+ people have campaigned for equal rights and legal protection. • Pupils learn about the development of the **Equality Act 2010** and how it protects people from discrimination on the grounds of sexual orientation, helping them understand the importance of equality and inclusion.		

UKS2 Fundamental British Values: Wider Curriculum

Hola Mexico

Democracy

- Pupils engage in discussion, debate and collaborative decision-making when evaluating geographical issues such as sustainable cities, environmental protection and economic development in Mexico.
- Pupils compare evidence and interpretations about the Mayan civilisation, using historical sources to justify their conclusions and appreciating that historians may reach different interpretations.
- Through the art unit, pupils discuss and evaluate different interpretations of Frida Kahlo's work, sharing ideas respectfully and making collaborative decisions about artistic meaning.

The Rule of Law

- Pupils explore why environmental laws and regulations are needed to protect rainforests, biodiversity and natural resources, considering how laws help create a more sustainable future.
- Pupils investigate how the arrival of the Spanish transformed Mayan society, including changes to religion, culture and systems of governance, helping them understand how societies are shaped by rules and authority.
- In computing, pupils learn to organise, search and interpret data accurately and responsibly using flat-file databases, recognising the importance of accurate information when answering questions and solving problems.

Individual Liberty

- Pupils make independent artistic choices when creating self-portraits inspired by Frida Kahlo, expressing their own identity, experiences and values through symbolism and composition.

A Child's War

UNDER REVIEW – to be completed in 2026-2027

Revolution

UNDER REVIEW – to be completed in 2026-2027

Frozen Kingdom

UNDER REVIEW – to be completed in 2026-2027

Darwin's Delights

UNDER REVIEW – to be completed in 2026-2027

Pharaohs

Democracy

- Pupils take part in discussions and debates about the **Grand Ethiopian Renaissance Dam (GERD)**, considering the viewpoints of different stakeholders and recognising that complex decisions require balancing competing needs.
- Through history, pupils use archaeological evidence to develop and justify interpretations about Ancient Egypt, listening respectfully to different ideas and recognising that historians may reach different conclusions from the available evidence.
- In DT, pupils work collaboratively to research, design and evaluate electronic board games, discussing ideas and making shared decisions throughout the design process.

The Rule of Law

- Pupils explore how access to and management of the **River Nile** requires cooperation between countries, considering how agreements and international law help manage shared natural resources fairly.
- In computing, pupils learn how search engines rank information and how to identify trustworthy websites, developing an understanding of responsible and safe behaviour online.
- During DT and science activities, pupils follow agreed safety procedures and use electrical components safely when constructing, testing and evaluating circuits and electronic products.

Individual Liberty

- Through the art unit, pupils make independent creative choices when designing and decorating Egyptian-inspired clay artefacts and sarcophagi while drawing

Stargazers

Democracy

- Pupils take part in structured discussions and debates about **renewable energy, wind farms and environmental planning**, listening to different viewpoints and using geographical evidence to justify their opinions.
- Pupils investigate global issues such as **light pollution** and write persuasive letters to decision-makers, learning how individuals can participate in democratic processes and influence environmental decisions.
- Through art, pupils evaluate their own and others' artwork, participating in peer critiques, listening to different perspectives and offering constructive feedback.

The Rule of Law

- Pupils learn that **environmental planning, land use and energy policies** are governed by laws and regulations that help protect people and the environment.
- In science, pupils learn that **scientific knowledge depends on evidence, fair testing and observation**, understanding that agreed methods underpin reliable scientific conclusions.
- Throughout science investigations, pupils follow agreed procedures for fair testing, accurate measurement and safe practical work.

Individual Liberty

- Pupils make independent artistic choices when creating their own **Van Gogh-inspired night sky paintings**, developing their own style while drawing inspiration from a famous artist.
- In geography, pupils express informed personal opinions about renewable energy and environmental issues

Tome Traveller

Democracy

- Pupils study how **democratic rights have been won and extended** in Britain through movements such as **women's suffrage**, the **Race Relations Acts** and the **Equality Act 2010**, recognising that democracy develops through active participation and peaceful change.
- Pupils investigate how protest movements, including the **Suffragettes**, **Windrush campaigners**, **Black Lives Matter** and the **Stonewall movement**, have influenced democratic change and greater equality in Britain.
- Throughout the history enquiry, pupils evaluate historical evidence, discuss differing interpretations and justify their conclusions using evidence, listening respectfully to alternative viewpoints.

The Rule of Law

- Pupils explore how legislation such as the **Race Relations Acts** and the **Equality Act 2010** has helped protect people's rights and reduce discrimination, demonstrating the role of laws in creating a fairer society.
- Pupils investigate how legal and political change has shaped opportunities for different groups throughout British history, including women, ethnic minorities and LGBTQ+ communities.
- In computing, pupils learn to create logical programs using **selection** (if...then...else) and test and debug their code systematically, following agreed programming rules and conventions.

Individual Liberty

- Pupils explore how individuals have expressed their identities through

Peasants, Princes and Pestilence

Democracy

- Pupils debate the moral decisions made by the people of Eyam, using historical evidence to justify their opinions and listening respectfully to alternative viewpoints during discussions and class debates.
- In computing, pupils evaluate and refine their vector graphic designs, giving and responding to constructive peer feedback to improve their work.
- During the science unit, pupils work collaboratively to classify organisms, justify their scientific reasoning and reach conclusions based on evidence rather than opinion.

The Rule of Law

- Pupils investigate the **plague orders** in London and the **quarantine rules** introduced in Eyam, exploring why laws and restrictions were introduced to protect public health and how they affected communities.
- Pupils consider how following agreed rules can protect individuals and communities by examining Eyam's decision to isolate the village during the plague.
- In science, pupils follow agreed procedures for practical investigations, learning the importance of fair testing, accurate observation and safe working practices.

Individual Liberty

- Pupils explore the tension between **individual freedom and collective responsibility** by comparing the choices of wealthy Londoners who fled the plague with the villagers of Eyam who chose to remain in quarantine.
- In computing, pupils make independent creative decisions when designing vector graphics for a specific purpose, selecting

Alchemy Island

Democracy

- Pupils work collaboratively to research, discuss and justify design decisions when creating a seasonal Borscht recipe, listening to others' ideas and making shared decisions throughout the design process.
- In geography, pupils make informed decisions when designing a sustainable island, considering how different choices affect both people and the environment.
- During science enquiries, pupils discuss evidence, compare results and use scientific reasoning to reach shared conclusions based on observations rather than opinion.

The Rule of Law

- Pupils follow food hygiene and safety rules when preparing and cooking food, understanding why these rules are important for protecting health.
- In science, pupils follow agreed procedures for practical investigations, learning the importance of fair testing, accurate observations and safe working practices.
- In geography, pupils consider how planning decisions and environmental protections help manage places sustainably and balance the needs of communities with environmental conservation.

Individual Liberty

- Pupils make independent choices when designing and adapting their own Borscht recipe, selecting ingredients that meet user needs while considering sustainability and nutrition.
- Pupils design their own sustainable island, making creative decisions about land use, settlements and environmental

	• Pupils consider how access to resources, employment and environments influences the choices and opportunities available to people living in different parts of Mexico. • Pupils independently interrogate databases, choosing appropriate search criteria, sorting methods and graphs to answer their own questions using data. **Mutual Respect** • Pupils develop respect for Mexican culture, indigenous communities and the achievements of the Mayan civilisation, recognising the value of cultures and societies beyond Europe. • Pupils study the work of Frida Kahlo and respectfully evaluate both their own and others' artwork, recognising that artistic interpretation is personal and subjective. • Pupils compare contrasting lifestyles in Mexico without stereotyping, developing empathy and understanding for people living in urban, rural and rainforest communities. **Tolerance of Those with Different Faiths and Beliefs** • Pupils learn about the beliefs and traditions of the ancient Maya, recognising that different civilisations have held different religious beliefs and worldviews throughout history. • Pupils explore the beliefs and lifestyles of indigenous communities in modern Mexico, developing understanding and respect for different cultural traditions and belief systems. • Through the study of Mexican art and symbolism in Frida Kahlo's work, pupils develop appreciation of how culture, beliefs and personal identity influence artistic expression.					inspiration from historical examples. • In DT, pupils independently design, build and evaluate an electronic board game for a chosen audience, selecting suitable materials, components and programming solutions. • In computing, pupils develop independence when refining searches, comparing search engine results and evaluating the reliability of online information. **Mutual Respect** • Pupils develop respect for the achievements, beliefs, artwork and cultural heritage of **Ancient Egypt**, recognising the significance of one of Africa's earliest civilisations. • Through geography, pupils consider how access to the River Nile affects different countries and communities, developing empathy for people with differing needs and perspectives. • Throughout the art, DT and computing units, pupils evaluate one another's work respectfully, offering constructive feedback and valuing different ideas and approaches. **Tolerance of Those with Different Faiths and Beliefs** • Pupils explore the **religious beliefs** of Ancient Egyptians, including their gods, beliefs about the afterlife, mummification and burial practices, developing understanding and respect for belief systems different from those of today. • Through the study of Egyptian art, artefacts and hieroglyphics, pupils recognise how beliefs influence culture, identity and artistic expression. • The geography unit encourages pupils to understand and respect the different priorities of countries sharing the River Nile, recognising that different communities may have different needs, values and perspectives.	through debates and persuasive writing, while respecting the views of others. • In science, pupils make decisions about enquiry design, interpret evidence independently and reflect on their own responsibility for protecting the Earth. **Mutual Respect** • Pupils develop respect for the contributions of artists and scientists from different countries and historical periods, including **Vincent van Gogh** and **Alhazen**, recognising that knowledge and creativity come from many cultures. • Through geography, pupils develop empathy for communities experiencing **energy inequality**, climate change and light pollution, recognising that people around the world face different environmental challenges. • Throughout the art unit, pupils respectfully evaluate one another's work during gallery walks and peer critiques, valuing different ideas and creative approaches. **Tolerance of Those with Different Faiths and Beliefs** • Pupils study the achievements of **scientists from different cultures and historical periods**, including **Alhazen (Ibn al-Haytham)**, recognising that scientific understanding has developed through contributions from many different societies. • Through geography, pupils explore **global inequalities**, different perspectives shown by map projections, and the experiences of communities around the world, fostering understanding and respect for different worldviews and ways of living. • Pupils consider a range of viewpoints during discussions about renewable energy and environmental issues, recognising that people may hold different	**fashion, culture, protest and activism**, recognising the importance of freedom of expression within a democratic society. • The art and DT units encourage pupils to express their own identity or raise awareness of a cause they care about through fashion design, celebrating creativity and individual choice. • Pupils make independent design decisions while considering sustainability, ethical production and the impact of fashion on people and the environment. **Mutual Respect** • Pupils develop respect for the diverse communities that have shaped Britain, including the **Windrush Generation**, **Gypsy, Roma and Traveller communities**, women, and LGBTQ+ people. • Through the art unit, pupils study designers from different countries, cultures and backgrounds, recognising that fashion can celebrate identity, challenge discrimination and promote understanding. • Throughout the art and DT units, pupils take part in respectful peer critiques, valuing different ideas, identities and creative approaches while providing constructive feedback. **Tolerance of Those with Different Faiths and Beliefs** • Pupils explore how **religion, culture, ethnicity and identity** have contributed to the development of modern Britain, fostering understanding and respect for different beliefs and traditions. • The history unit encourages pupils to examine historical events from a range of perspectives and understand that different individuals and communities may experience the same events differently.	appropriate tools, shapes and layouts to achieve their intended outcome. • In science, pupils independently design classification systems, justify their decisions using evidence and develop reasoned scientific explanations. **Mutual Respect** • Pupils explore how the people of Eyam worked together to protect neighbouring communities, developing understanding of cooperation, compassion and responsibility towards others. • Pupils examine the cooperation between **Reverend William Mompesson** and **Thomas Stanley**, recognising how people with different beliefs worked together for the benefit of the community. • Throughout the computing and science units, pupils evaluate one another's work respectfully, offering constructive feedback and recognising that different approaches can achieve successful outcomes. **Tolerance of Those with Different Faiths and Beliefs** • Pupils explore how **religious beliefs** influenced people's understanding of disease and shaped the leadership shown by **Reverend William Mompesson** and **Thomas Stanley** during the plague, developing respect for the role of faith in historical communities. • Pupils learn that people with different religious beliefs worked together to support the community during the plague, demonstrating cooperation despite differences in belief.	protection while justifying their choices. • In computing, pupils independently design, program, test and debug their own micro:bit step counter, applying their own solutions to an open-ended programming challenge. **Mutual Respect** • Pupils develop respect for Russian, Eastern European and Gypsy, Roma and Traveller food traditions by exploring how culture and heritage influence recipes and food choices. • Pupils work collaboratively throughout practical DT and science activities, listening to one another's ideas, sharing equipment responsibly and providing constructive feedback. • Geography lessons encourage pupils to respect the ways in which different communities live in different geographical environments and recognise that places can be shaped by different human needs and environmental conditions. **Tolerance of Those with Different Faiths and Beliefs** • Pupils explore and respect food traditions from different cultures, recognising that recipes, customs and diets reflect different cultural backgrounds and traditions. • Pupils develop appreciation of the diversity of communities and lifestyles through geographical studies of Scotland and through designing places that meet the needs of different people. • Through discussions about sustainable living and responsible consumption, pupils recognise that people may make different choices about how they live while working towards shared goals of protecting the environment.

							values and priorities when making decisions about sustainability.	• Through the art unit, pupils investigate how fashion communicates **cultural, religious and personal identity**, developing appreciation of diversity and encouraging respectful dialogue about different beliefs and values.		