

Ten Ten's Guidance on Protected Characteristics

3	Introduction
4	What are the Protected Characteristics?
6	The Statutory Guidance
9	Human Dignity
12	Inclusivity
13	Ofsted Inspection criteria
15	The Life to the Full programme
22	Conclusion
23	References

Introduction

This guidance provides a summary of the expectation on schools to teach about the Protected Characteristics and guidance on how Ten Ten supports Catholic primary and secondary schools in this teaching through our programme, **Life to the Full**.

In doing so, we are drawing together key insights from documents produced by the Department for Education, Ofsted, the Catholic Education Service, the Bishops Conference of England and Wales, and selected Church documents.

By drawing on the guidance within these documents, we aim to help you provide evidence of how **Life to the Full** supports your holistic approach to an education which eliminates discrimination, advances equality and fosters good relations between people who share a relevant protected characteristic and those who do not share it.¹

Terms

In this guidance, we refer to LGBT (Lesbian, Gay, Bisexual, Transgender). We recognise that other acronyms are widely used; however, the term 'LGBT' is the acronym of choice in all DfE and Ofsted documents and is, therefore, the term most adopted by Ten Ten for this guidance.

Date of publication

This latest version of the document was published in **March 2023**. We recognise that teaching about the 'protected characteristics' is fluid as culture changes and new guidance emerges. Therefore, we encourage readers to visit the Ten Ten website to access any later versions of this document which may be produced at a time in the future.

¹ Fostering Understanding, Reducing Prejudice and Setting Equality Outcomes
<https://www.equalityhumanrights.com/en/public-sector-equality-duty-scotland/fostering-understanding-reducing-prejudice-and-setting-equality>

What are the Protected Characteristics?

It is against the law to discriminate against someone because of:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

These are called **Protected Characteristics**. In UK law, individuals are protected under the Equality Act 2010 from these types of discrimination.

Age

A person belonging to a particular age (for example 32 year olds) or range of ages (for example 18 to 30 year olds).

Disability

A person has a disability if she or he has a physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day-to-day activities.

Gender reassignment

The process of transitioning from one sex to another.

Marriage and civil partnership

- Marriage is a union between a man and a woman or between a same-sex couple.
- Same-sex couples can also have their relationships legally recognised as 'civil partnerships'. Civil partners must not be treated less favourably than married couples (except where permitted by the Equality Act).

Pregnancy and maternity

Pregnancy is the condition of being pregnant or expecting a baby. Maternity refers to the period after the birth, and is linked to maternity leave in the employment context. In the non-work context, protection against maternity discrimination is for 26 weeks after giving birth, and this includes treating a woman unfavourably because she is breastfeeding.

Race

Refers to the protected characteristic of race. It refers to a group of people defined by their race, colour, and nationality (including citizenship) ethnic or national origins.

Religion and belief

Religion refers to any religion, including a lack of religion. Belief refers to any religious or philosophical belief and includes a lack of belief. Generally, a belief should affect your life choices or the way you live for it to be included in the definition.

Sex

A man or a woman.

Sexual orientation

Whether a person's sexual attraction is towards their own sex, the opposite sex or to both sexes.

Video: The Protected Characteristics²



[View on YouTube](#)

² Video: The Protected Characteristics
<https://www.youtube.com/watch?v=VXLtKImtrvM&t=77s>

The Statutory Guidance

From 1 September 2020, Relationships and Health Education (RHE) became compulsory for all primary school pupils and Relationships, Sex and Health Education (RSHE) became compulsory for all secondary school pupils.³

In 2020, the DfE published a statement⁴ that schools should begin teaching RSHE by summer term 2021. This requirement has not changed. However, in light of the disruption to and partial closure of schools caused by the COVID-19 pandemic, the DfE provided further clarification of the legal requirements, and where schools have flexibility, in the 'Schools coronavirus operational guidance'⁵.

The DfE is aware that the partial closure of schools during the COVID-19 pandemic will impact on the extent to which some schools can meet all of the expectations in the DfE's statutory guidance, which go beyond the statutory requirements (see the 'Requirements and expectations in the DfE's statutory guidance'⁶).

All schools are required to have taught some of the new curriculum, and to have published a policy and consulted parents on this, during the academic year 2020/21.

Inspectors will be sympathetic to schools that, as a result of the pandemic, have not been able to fully implement the new curriculum, provided that they:

- have had regard to the statutory guidance
- have a good rationale for prioritising what they have implemented
- have clear and effective plans to address any gaps before the end of the 2021/22 academic year

³ Relationships Education, Relationships and Sex Education (RSE) and Health Education https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1019542/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf

⁴ Implementation of relationships education, relationships and sex education and health education 2020 to 2021 <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/implementation-of-relationships-education-relationships-and-sex-education-and-health-education-2020-to-2021>

⁵ Schools COVID-19 operational guidance <https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/schools-covid-19-operational-guidance>

⁶ Requirements and expectations in the DfE's statutory guidance <https://www.gov.uk/government/publications/inspecting-teaching-of-the-protected-characteristics-in-schools/inspecting-teaching-of-the-protected-characteristics-in-schools#requirements>

The DfE's statutory guidance contains information on what schools should do and sets out the requirements they must comply with when teaching Relationships Education, RSE and Health Education. If schools do not follow parts of the DfE's statutory guidance that state they should (or should not) do something, they will need to have good reasons for this.

The Protected Characteristics in the DfE Statutory Guidance

This document specifically focuses on what the statutory guidance says about the Protected Characteristics, and the expectations on schools in this regard.

The statutory guidance affirms from the outset that schools must not unlawfully discriminate against pupils (or, indeed, staff and parents) because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (Statutory Guidance, Section 28). This provision is protected by law in the Equality Act 2010.

Moreover, the statutory guidance calls on schools to take positive action to deal with disadvantages affecting a pupil or pupils because of a protected characteristic. The example given in the guidance is of a school taking positive action to support girls if there is evidence that they were being disproportionately subjected to sexual violence and sexual harassment; it says that specific consideration should be given to the subject matter being taught to directly address the issue through the curriculum (Section 29). This, of course, is just one example and can be applied to other situations in which pupils are being disadvantaged because of a protected characteristic.

In order to help schools ensure that the needs of all pupils are met, the guidance proposes that schools should consider the makeup of their student body, including the gender and age range of their pupils, and consider whether it would be appropriate or necessary to put additional support in place for pupils with particular protected characteristics (Section 30). There is no further specific guidance on what this might be; rather, the emphasis is on schools to be alive to issues such as everyday sexism, misogyny, homophobia and gender stereotypes, taking positive action to build a culture where these are not tolerated.

Schools with a religious character are not exempt from complying with the relevant provisions of the Equality Act 2010 with regard to the protected characteristics. However, the religious background of all pupils should be taken into account when planning the teaching so that the topics that are included as part of the RSHE programme are appropriately handled (Section 20).

Schools should note an important distinction between *ensuring equality* for pupils because of a protected characteristic and *teaching about* the protected characteristics as part of a lesson. The statutory guidance states that by *the end of a secondary school*, pupils should know the legal rights and responsibilities regarding equality with particular and specific reference to the protected characteristics. This means that although primary schools are required by law to ensure equality and respect for all pupils and their families, they are not

required to provide teaching on the specifics of the protected characteristics (i.e. the 9 characteristics outlined in the previous section). This teaching should be delivered before a pupil reaches the end of secondary school.

Human Dignity

*'So God created humanity in his own image,
in the image of God he created them;
male and female he created them.'*

Genesis 1:27

The dignity of the human person is central to the life and the teaching of Catholic Church, and this is foundational to any policies or teaching on the protected characteristics.

Human dignity originates from God and is of God because we are made in God's own image and likeness. The human person is the most central and clearest reflection of God among us. Human beings have transcendent worth and value that comes from God; this dignity is not based on any human quality, legal mandate, or individual merit or accomplishment. Human dignity is inalienable – that means it is an essential part of every human being and is an intrinsic quality that can never be separated from other essential aspects of the human person.⁷

In April 1997, Cardinal Basil Hume, Archbishop of Westminster, articulated this teaching in clear language with particular reference to sexual orientation:

*'The Church recognises the dignity of all people and does not define or label them in terms of their sexual orientation. The pastor and counsellor must see all people, irrespective of their sexuality, as children of God and destined for eternal life.'*⁸

In respect of all the protected characteristics, we can also add that the Church does not define or label people in terms of gender identity, race, age, disability, etc. Rather, we are called to uphold the dignity of the human person, especially if they are put at a disadvantage because of a protected characteristic. As the Catholic Education Service document, **Made in God's Image**⁹, highlighted:

'Since Pope Benedict XVI underlined that this dignity is realised and protected in community with others (Caritas in Veritate 11)... any behaviour which undermines someone's dignity is completely unacceptable and must be challenged in the

⁷ The Principle of Human Dignity

<https://www.caritas.org.au/media/m1tdbqsu/humandignity09.pdf?Download=True>

⁸ 'A note on the teaching of the Catholic Church concerning homosexuality', Cardinal Basil Hume, April 1997

⁹ Made in God's Image

https://www.catholiceducation.org.uk/images/CES-Project_Homophobic-Bullying-Booklet_JUN18_PROOF-9.pdf

context of a Christian community, which seeks to model God's love and the values of His Kingdom.

'Catholic schools should be havens of respect and custodians of the true dignity of each human being. They should be as attentive to the possibility of homosexual pupils being marginalised and bullied as they are to discrimination based on religion, gender, race or disability.'

What can Catholic schools teach?

Upholding the dignity of the human person – ensuring that individuals or groups are not disadvantaged because of a protected characteristic – is integral to teaching RSHE within a Catholic school context. However, it is not the only consideration.

In the statutory guidance, the DfE affirms that, 'All schools may teach about faith perspectives. In particular, schools with a religious character may teach the distinctive faith perspective on relationships...' (Section 21)

This is supported by the Bishops of England and Wales in 'Learning to Love'¹⁰, a teaching document which provides "An introduction to Catholic Relationship and Sex Education for Catholic educators". They said:

'The content of what is taught must express the teaching of the Church, and should be delivered to suit the age of the children or young people to whom it is addressed.'

Catholic schools, therefore, are not merely permitted by the state to teach about the core values and tenets of the Catholic faith in regard to sex, relationships and married life, it is their mission to do so. This includes the Catholic teaching that God's plan is for sex to be expressed only within the exclusive marital commitment of a husband and wife.

What about non-Catholics in a Catholic school?

There is no doubt that teaching the distinctive RSHE faith perspective to pupils who are not Catholic or Christian can be challenging, and the temptation might be to provide a curriculum which presents some kind of 'middle ground'.

Firstly, it is worth noting that Catholic schools are entitled to provide education in accordance with the tenets of the Catholic faith. With regard to RSHE, schools with a religious character are bound to deliver teaching which "reflects the law (including the

¹⁰ Learning to Love
<https://www.catholiceducation.org.uk/images/Learning2love.pdf.pdf>

Equality Act 2010) as it applies to relationships, so that young people clearly understand what the law allows and does not allow, and the wider legal implications of decisions they may make” (Section 22) but they also “may wish to reflect on faith teachings about certain topics as well as how their faith institutions may support people in matters of relationships and sex” (Section 21).

Catholic schools recognise that “true education is not limited to imparting knowledge; it promotes human dignity and genuine human relationships and prepares the way for opening oneself to the Truth that is Christ”.¹¹

Respect of others faiths should, of course, be an obligation in a Catholic school and all effort should be made to demonstrate respect and mutuality, but it is important to remember that a school designated as Catholic is entitled, and indeed required, to provide education and collective worship in accordance with the religious tenets of the Catholic faith.

For further discourse on this matter, see “Pupils of other faiths in Catholic Schools, Academies and Sixth Form Colleges in England and Wales”, a document produced by the Catholic Education Service.¹²

¹¹ Lay Catholics in School – Witnesses to Faith, Sacred Congregation for Catholic Education
https://www.vatican.va/roman_curia/congregations/ccatheduc/documents/rc_con_ccatheduc_doc_19821015_lay-catholics_en.html

¹² Pupils of other faiths in Catholic Schools, Academies and Sixth Form Colleges in England and Wales
https://catholiceducation.org.uk/guidance-for-schools/equality/item/download/7210_cd19a7204730f172e97a8ce67a017449

Inclusivity

“The Church does not exist to condemn people but to bring about an encounter with the visceral love of God’s mercy. For the Church to offer God’s mercy it must ‘go outside and look for people where they live, where they suffer and where they hope’ The enemy of mercifulness is self-righteousness.”

Pope Francis
The Name of God is Mercy 2016

Whilst delivering a curriculum that includes the ‘distinctive faith perspectives on relationships’ offered by the Catholic Church and the wider Christian community, at Ten Ten we are mindful to create a programme that speaks to all, especially any individual or groups who share in one or more of the protected characteristics.

In ‘Made in God’s Image’, the Catholic Education Service call for an ‘inclusive education’:

“If we are serious about inclusive education in our Catholic schools then we must be concerned with the quest for equity for all who work within our communities. The social teaching of the Church and our participation within this teaching should be at the heart of what guides our work as a community. The well-being of all – staff and pupils – requires the removal of any barriers of prejudice, discrimination and oppression if all are to strive and to realise our potential as unique and fulfilled human beings.”¹³

The document highlights key tenets of Catholic Social Teaching which should be at the heart of an inclusive education, saying that CST calls us to:

- Be aware of injustice in our society and the wider world
- Challenge and change non-Gospel attitudes
- Take action to bring about a more just society and world

This inclusive, socially conscious, and compassionate culture is at the heart of what Catholic education should be, leading the whole school community to an encounter with, as Pope Francis says, the ‘visceral love of God’s mercy.’

¹³ Made in God’s Image, Section 1, para 3

Ofsted Inspection Criteria

In 2021, Ofsted revised its guidance for inspections in respect of the new statutory Relationships, Sex and Health Education curriculum, with particular reference to the protected characteristics.

This was covered in the document, 'Inspecting teaching of the protected characteristics in schools'¹⁴ and supplemented with an 'Equality and diversity impact assessment'¹⁵ to ascertain their inspection powers in respect of the new curriculum.

Both short documents are worth further reading; here, we highlight two key areas which provide particularly useful insights for schools with a religious character.

How Ofsted gathers evidence

Ofsted inspectors will gather evidence on how schools promote equality and pupils' understanding of the protected characteristics. They will do this as part of their evaluation on the **personal development** of pupils. They say this:

"All primary and secondary schools, whether state-funded or independent, should be able to demonstrate that no form of discrimination is tolerated and that pupils show respect for those who share the protected characteristics. Schools will not be able to demonstrate this by pointing to a general policy of encouraging respect for all people.

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

"There are a range of ways schools can choose to teach about these issues in an age-appropriate way. Primary schools could, for example, teach pupils about the different types of family groups that exist within society. Secondary schools could, for example, teach pupils in more detail about sexuality and gender identity as well as the legal rights afforded to LGBT people. As stated in the DfE's statutory

¹⁴ Inspecting teaching of the protected characteristics in schools
<https://www.gov.uk/government/publications/inspecting-teaching-of-the-protected-characteristics-in-schools/inspecting-teaching-of-the-protected-characteristics-in-schools>

¹⁵ Equality and diversity impact assessment: inspecting protected characteristics
<https://www.gov.uk/government/publications/inspecting-teaching-of-the-protected-characteristics-in-schools/equality-and-diversity-impact-assessment-inspecting-protected-characteristics>

guidance, teaching on these matters should be integrated appropriately into the curriculum, rather than addressed separately or in one-off lessons.”

In the section that follows this, we highlight how we believe the **Life to the Full** programme supports effective personal pupil development, especially with regard to respect for those who share the protected characteristics.

Ofsted and schools with a religious character

A particular concern for Ofsted was the impact of the statutory guidance on those whose religion or belief prevents teaching about LGBT relationships and/or gender re-assignment. However, their conclusion was that the new guidance did not have a negative impact on those individuals or groups. It notes that:

“All schools, including faith schools, will be able to teach the new subjects in accordance with their schools’ values and ethos whilst also having due regard to the guidance and being consistent with the requirement of the Equality Act 2010.”

Ofsted notes that the guidance emphasises the requirement to teach pupils about all the protected characteristic at an age-appropriate time, while considering religion and belief. It says:

“Schools are at liberty to teach the tenets of any faith on the protected characteristics. For example, they may explain that same-sex relationships and gender reassignment are not permitted by a particular religion. However, if they do so, they must also explain the legal rights LGBT people have under UK law, and that this and LGBT people must be respected.”

The Life to the Full programme

How does Life to the Full meet the statutory guidance on Protected Characteristics?

Life to the Full is a programme in Relationships and Health Education for Catholic primary schools, and Relationships, Sex and Health Education for Catholic secondary schools, which aims to put the God-given dignity of the human person at the core of the teaching. It is a 14-year programme of study stretching from Early Years to Sixth Form which supports and embraces the statutory guidance whilst providing a Christian vision of the human person, in all of his or her complexity, diversity and richness, rooted in the teaching of the Catholic Church.

School leaders will be particularly keen to know where and how the programme specifically addresses the expectations raised by Ofsted in the previous section so they can be evidenced during inspection; this section aims to provide some specific guidance.

It should be noted, however, that **Life to the Full** is an evolving programme. We garner, listen to, and respond to feedback by making changes and improvements to ensure that the programme is continually 'alive' and responsive to the needs of pupils, teachers and parents. This document, therefore, may be updated over time, so please do return in the future for updated guidance.

Before we look at what Life to the Full provides, let us remind ourselves of the key criteria presented in the previous section from Ofsted:

1. Schools are not required to teach about all the protected characteristics in every year group; that is a matter for the school to decide, and how it plans its curriculum.
2. The curriculum should be planned and delivered so that children develop age-appropriate knowledge and understanding during their time at the school.
3. In secondary schools, this includes age-appropriate knowledge of the protected characteristics of sexual orientation and gender reassignment.
4. There are a range of ways schools can choose to teach about these issues in an age-appropriate way.
5. Primary schools could, for example, teach pupils about the different types of family groups that exist within society.
6. Secondary schools could, for example, teach pupils in more detail about sexuality and gender identity as well as the legal rights afforded to LGBT people.

7. As stated in the DfE's statutory guidance, teaching on these matters should be integrated appropriately into the curriculum, rather than addressed separately or in one-off lessons."

Ten Ten's General Approach

From the outset, and at all stages of teaching, the core principle on which the programme is based is that we are 'created, chosen and loved by God'; our equality is ultimately derived from the value we have in God's eyes as beloved sons and daughters, and we are called to love God, love others and show God's mercy in our actions. Examples of where this core principle is lived out are too numerous to list because it is integral to very teaching from Early Years through to Sixth Form, articulated in age-appropriate ways at the various stages throughout the programme. This is the foundation on which any teaching about the Protected Characteristics is based.

Our programme grows seamlessly from primary education to secondary education, offering a truly developmental approach to the teaching of the subject. This provides, we hope, assurances to programme leads in primary schools that they are part of an age-appropriate, developmental approach. In other words, primary schools do not have to teach about the protected characteristics in their entirety; they are, instead, laying strong, age-appropriate foundations for a fully-realised curriculum in later years.

Within the design, structure and presentation of the programme, we have been mindful of the protected characteristics, endeavouring to produce a programme that is inclusive. Our focus has been to inform, present and explain legal rights, underline the fundamental dignity and worth of the person, and outline the erroneous nature of all unjust discrimination. At the same time, in age-appropriate ways, the programme articulates the teaching of the Catholic Church, with especial regard to relationships, sex and marriage.

Primary Schools

Specifically, the programme for primary schools addresses the protected characteristics in the following ways:

Age:

The subject of age, and the dignity of the person at all ages, is explored in the unit Life Cycles (**All Key Stages, Module 1 Unit 4**). Within these lessons, the programme teaches about the natural progress of life, and teaches that death is part of God's plan for us.

Disability:

Since 2019, we have been working with a SEND specialist to a) provide specific guidance for the teaching of the subject for children with Special Educational Needs and b) to help us become more mindful of disability diversity representation in our stories and imagery. As we continue to produce resources, we aim to increase

disability representation in image content, video content, sessions and appendices. We will usually make these changes without sending out a notification, so staff should always download and use the most recent resources available online.

Gender reassignment:

Whilst we are mindful that gender reassignment is a real issue for many primary schools, the subject is not currently explored in **Life to the Full**. Rather, the programme provides foundational language about our core identity as children of God to enable schools to address specific issues with their whole school community.

Marriage and Civil Partnership:

The sessions “Who’s Who?” (**EYFS Module 2.2.1**), “Special People” (**KS1 Module 2.2.1**) and “Family, Friends and Others” (**LKS2 Module 2.2.1**) explore different family structures. They provide opportunities for children to share news about their own family structure in a non-judgemental forum and also provide opportunity for discussion the different family structures given in the various stories and scenarios. The decision on if and when to include same-sex partnerships, single parent families or non-married parents within these discussions is left for the school to decide; however, the foundation has been laid for a healthy conversation on these matters in these sessions.

In the Paradise Street dramas (UKS2 Module 1), various family structures are represented through the characters in the films and there is discussion about specific family structures, such as families with ‘two mums and two dads’ in “Gifts and Talents” **KS2 Module 1.2.1**.

Pregnancy and maternity:

Although pregnancy is explored in age-appropriate ways throughout the primary schools’ programme in the unit Life Cycles (**All Key Stages, Module 1 Unit 4**), the specific issue of maternity discrimination is not explored in primary schools.

Race:

From the outset within the design of the programme, Ten Ten have been mindful of ensuring racial representation in our stories, dramas, appendices, scenarios and imagery.

Religion and belief:

In the current iteration of **Life to the Full**, we cannot point to a specific lesson or unit which explicitly points to the importance of respect for other religions, although it is acknowledged that primary schools will undertake this teaching through R.E. However, it is acknowledged by Ten Ten as a point for development within this programme and we will endeavour to include further teaching in this regard.

Sex:

Throughout the primary schools' programme, the teaching, stories, videos and image content establish an understanding of the equality of men and women, boys and girls. For example, in the unit "Me, My Body, My Health" (**All Key Stages, Module 1, Unit 2**) the discourse about the physical differences between boys and girls is matched by teaching about gender equality and dispelling gender stereotypes.

Sexual orientation:

Attraction to the opposite sex is touched upon in **UKS2 Module 1** within the 'Paradise Street' series as part of a discussion around emotional changes. However, sexual attraction as a subject is not addressed as part of the **Life to the Full** programme.

A New Resource (from March 2023)

UKS2, **Module 2, Unit 2** session, 'Build Others Up' is an anti-bullying resource framed by the protected characteristics. The protected characteristics of sex, sexual orientation and gender reassignment are **not** explicitly named within the session's film. Later in the session, children are presented with a number of scenarios to discuss and sort. Some of the scenarios (H, I and L) concern discrimination / bullying of the protected characteristics of sex and/or sexual orientation. Please see the information linked to **Key Decision #7** in the **Programme Coordinator Manual** for more information.

Secondary Schools

In line with the statutory curriculum, **Life to the Full** in secondary schools deepens the teaching on the protected characteristics at an age-appropriate level throughout the course.

There is explicit teaching on the Protected Characteristics including what they are, why there were founded, and how they are to be practically implemented in everyday life in "**Wider World**", **Year 8: Session 7**. The protected characteristics are thereafter referred to at various points throughout the course.

Age:

In "**Living Responsibly**", **Year 7: Session 7**, the 'Story of the Wooden Bowl' explores an experience of an old person being prejudiced until the behaviour is challenged. The theme of 'age' is further explored in the cinema-in-education session "**Facts of Life**", **Year 7** which explores the relationship between a student and her grandfather. Further teaching on age discrimination is given in "**Knowing My Rights and Responsibilities**", **Year 9: Session 7**.

Disability:

Since 2019, we have been working with a SEND specialist to a) provide specific guidance for the teaching of the subject for children with Special Educational Needs and b) to help us become more mindful of disability diversity representation on in our stories and imagery. As we continue to produce resources, we aim to increase disability representation in image content, video content, sessions and appendices. We will usually make these changes without sending out a notification, so staff should always download and use the most recent resources available online.

We are mindful that we don't have actors with a disability in our filmed dramas at the time of writing, and it is an area we intend to be more mindful of in future film production.

Gender Reassignment:

The DfE Statutory Guidance calls for an integrated and age-appropriate approach. Mindful of this, and of the right of schools to determine how best to follow the DfE guidance, Ten Ten has decided that Year 8 was an appropriate age to begin directly addressing LGBT matters. In **"Appreciating Differences" Year 8: Session 2**, we explore what having a transgender identity means and it presents a balanced view on different perspectives.

Marriage and Civil Partnership

A 'deep dive' into marriage and civil partnership is found in the session **"Marriage", Year 9: Lesson 5**. This session provides teaching on the legalities of marriage, same-sex partnerships and civil partnerships. It also provides pupils with an understanding of monogamy, cohabitation, religious and Christian marriage, arranged marriage and forced marriage. The subject is further covered in **"Knowing My Rights and Responsibilities", Year 9: Session 7**, in an exploration of the human rights: 'the right to marry'.

Pregnancy and maternity:

The programme examines pregnancy care at various points; in fact, most year groups. However, specific teaching about employment law is not provided in the current iteration of the programme. This has been marked as an area for development within **Life to the Full**.

Race:

Race is explored in **"Wider World", Year 8: Session 7**. Here, students are encouraged to reflect on the Holocaust and discrimination against Roma gypsies and Polish people. Further teaching about human rights is also explored in **"Knowing My Rights and Responsibilities", Year 9: Session 7**, with particular reference to Article 12, 'The right not to be discriminated against.'

We are mindful that positive representation of race should be present in our film productions, and we have worked hard in recent years to ensure this is the case. For

example, this can be seen in the filmed dramas used at the start of **every Year 10 session**. At the same time, we are currently reviewing older film content that was produced in 2016-18 to ensure that it meets these standards.

Religion and belief:

The subject of religious belief is raised a number of times throughout the secondary schools' programme:

- **“Knowing My Rights and Responsibilities”, Year 9: Session 7** explores wider human rights and responsibilities, and the tensions between human rights law and cultural/religious expectations.
- **“Wider World”, Year 8, Session 7** recognises the sin of unjust discrimination in our world helps us to challenge and change our own behaviour in school and in our everyday life.
- **“Values, Attitudes and Beliefs”, Year 10: Session 3** reveals the importance of knowing our own beliefs, values and attitudes so that we are not at risk of making decisions which go against them. In the accompanying film drama, a Muslim teenager is challenged about making choices which don't align with his religious beliefs.

Sex:

Gender equality, physical difference and male/female complementarity are explored in various sessions throughout the programme:

- **“Changing Bodies”, Year 7: Session 2** builds on the teaching given in the primary schools' programme to teach pupils about the physical, emotional and sexual development during puberty.
- **“Appreciating Differences”, Year 8: Session 2** enables pupils to challenge gender stereotypes.
- **“Love People, Use Things”, Year 9: Session 2** explores sexual objectification.
- **“One Hundred Percent”, Year 9: Session 6** explores consent and the dignity of the human person, followed by **Session 7** which teaches about sexual exploitation.
- **“Abuse”, Year 10: Session 6** looks at coercive control, physical and emotional abuse through a filmed drama.
- **“Coercive Control”, Year 11: Session 7** tells the story of coercive relationship from a real-life interview.

Sexual orientation:

There is positive affirmative that the teaching within the **Life to the Full** programme is inclusive of all. In the opening video to the first sessions, the presenters Mairi and Nathan say:

“We want you to know that these lessons are for you. We know that everyone watching this will have different life experiences, different personalities and different ideas and structures of belief. So, when we talk about relationships, this is inclusive of same-sex attraction. When we talk

about people, this is inclusive of gender. We encourage you to apply the ideas that we are going to share with you to your life and your experiences.”

This vision is supported by various scenarios used in lessons which explore relationships between people with both same-sex and opposite-sex attraction.

Teaching on sexual attraction is specifically covered in:

- **“Feelings”, Year 8: Session 3** which explores the science behind sexual attraction and attachment.
- **“Love People, Use Things”, Year 9: Session 2** which considers the impact of casual sex, pornography and masturbation.
- **“Pornography”, Year 11: Session 5** which explores the power of sexual desire and the challenge of making it part of authentic love.

Conclusion

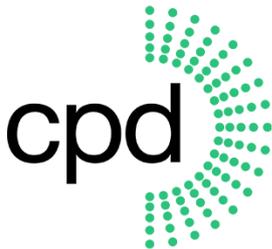
Ten Ten has made a long-term commitment to supporting Catholic schools in the area of Relationship, Sex and Health Education. We are pleased to hear that schools running the programme have already started to receive very positive Ofsted inspections based on their programme and curriculum content, and we will continually provide resources and guidance as the world evolves, new guidance emerges and the challenges change.

In particular, in September 2021 we were delighted to launch two new additions to our provision for schools.



The Hub provides articles, videos, links and curriculum guidance on all of subject areas related to our programmes. Updated every month, you will receive links through our First Monday email. Sign up here:

www.tentenresources.co.uk/first-monday



We provide a wide range of online CPD courses as part of our **CPD Package**. To find out what topics are covered and how you can sign your school up to the CPD Package visit:

www.tentenresources.co.uk/cpd

References

- ¹ Fostering Understanding, Reducing Prejudice and Setting Equality Outcomes
<https://www.equalityhumanrights.com/en/public-sector-equality-duty-scotland/fostering-understanding-reducing-prejudice-and-setting-equality>
- ² Video: The Protected Characteristics
<https://www.youtube.com/watch?v=VXLtKImtrvM&t=77s>
- ³ Relationships Education, Relationships and Sex Education (RSE) and Health Education
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1019542/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf
- ⁴ Implementation of relationships education, relationships and sex education and health education 2020 to 2021
<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/implementation-of-relationships-education-relationships-and-sex-education-and-health-education-2020-to-2021>
- ⁵ Schools COVID-19 operational guidance
<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/schools-covid-19-operational-guidance>
- ⁶ Requirements and expectations in the DfE's statutory guidance
<https://www.gov.uk/government/publications/inspecting-teaching-of-the-protected-characteristics-in-schools/inspecting-teaching-of-the-protected-characteristics-in-schools#requirements>
- ⁷ The Principle of Human Dignity
<https://www.caritas.org.au/media/m1tdbqsu/humandignity09.pdf?Download=True>
- ⁸ 'A note on the teaching of the Catholic Church concerning homosexuality', Cardinal Basil Hume, April 1997
- ⁹ Made in God's Image
https://www.catholiceducation.org.uk/images/CES-Project_Homophobic-Bullying-Booklet_JUN18_PROOF-9.pdf
- ¹⁰ Learning to Love
<https://www.catholiceducation.org.uk/images/Learning2love.pdf.pdf>
- ¹¹ Lay Catholics in School – Witnesses to Faith, Sacred Congregation for Catholic Education
https://www.vatican.va/roman_curia/congregations/ccatheduc/documents/rc_con_ccatheduc_doc_19821015_lay-catholics_en.html

¹² Pupils of other faiths in Catholic Schools, Academies and Sixth Form Colleges in England and Wales

https://catholiceducation.org.uk/guidance-for-schools/equality/item/download/7210_cd19a7204730f172e97a8ce67a017449

¹³ Made in God's Image, Section 1, para 3

¹⁴ Inspecting teaching of the protected characteristics in schools

<https://www.gov.uk/government/publications/inspecting-teaching-of-the-protected-characteristics-in-schools/inspecting-teaching-of-the-protected-characteristics-in-schools>

¹⁵ Equality and diversity impact assessment: inspecting protected characteristics

<https://www.gov.uk/government/publications/inspecting-teaching-of-the-protected-characteristics-in-schools/equality-and-diversity-impact-assessment-inspecting-protected-characteristics>