

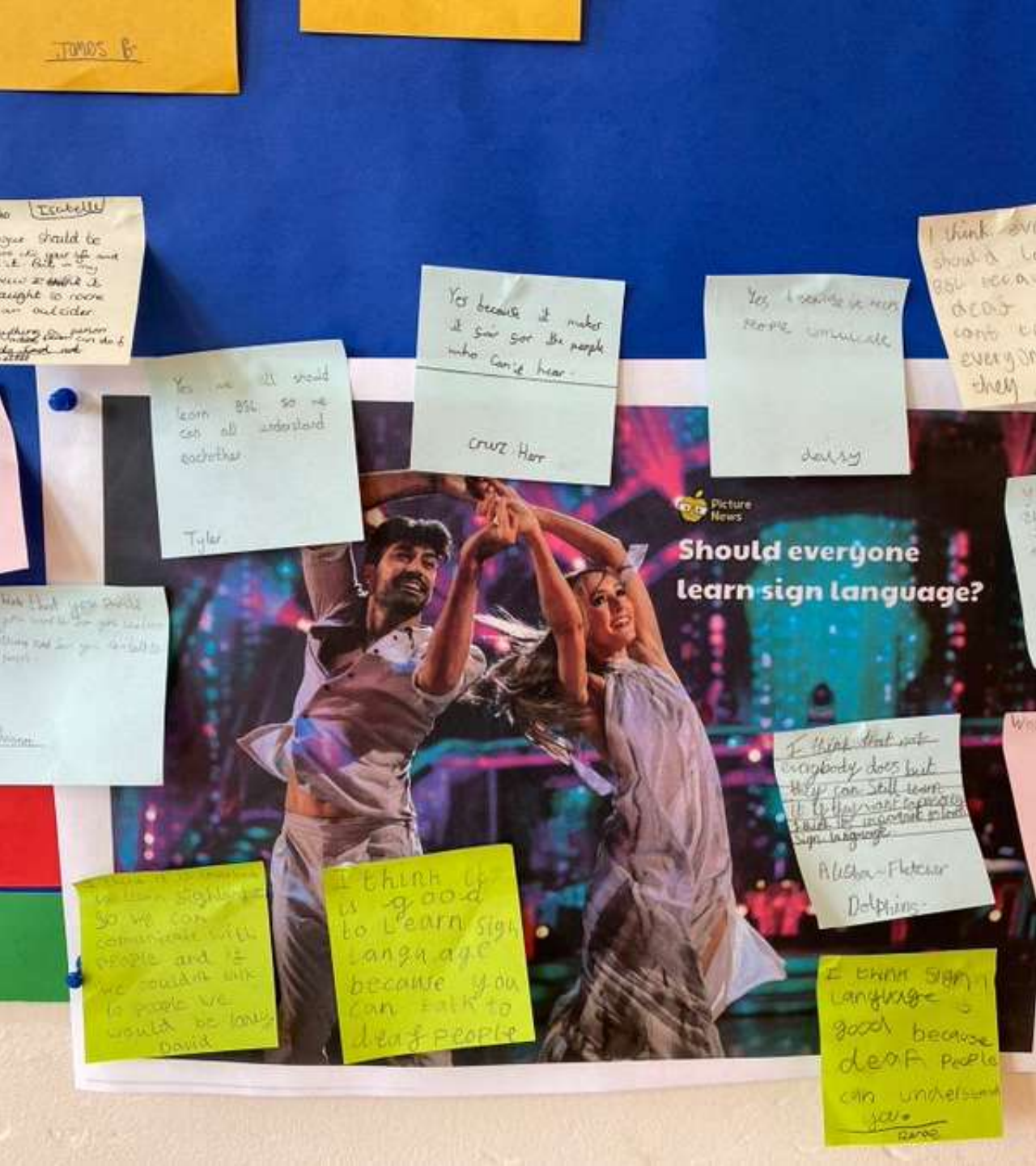


**Picture
News**

Protected Characteristics and British Values through current affairs

Email: help@picture-news.co.uk

Website: www.picture-news.co.uk



WHAT WE WILL COVER



- Gain a greater understanding of protected characteristics and British values and knowing the requirements for Ofsted.
- Learn ideas to help children understand protected characteristics and British values through current affairs.
- Take away practical and easy to implement ideas from us and other schools.

What is Equality,
Diversity and Inclusion?



Equality – means that everyone is treated the same, is treated fairly and has the same opportunities. Equity is slightly different from equality in that it recognises that each person has different circumstances. This means that varying types or levels of support might be required, depending on individual need, to take full advantage of equal opportunities.

Diversity – means recognising, respecting and welcoming everyone's different backgrounds, identities and experiences. Promoting diversity celebrates people's differences and uniqueness.

Inclusion – means that everyone is encouraged to retain their uniqueness, they aren't singled out for being different, and have a sense of belonging and being valued.

Diversity is being invited to the party.
Inclusion is being asked to dance.
- Verna Myers





What do you already know?

How do you currently promote protected characteristics in your school?



Background

“No matter what type of school they attend, it is important that all children gain an understanding of the world they are growing up in, and learn how to live alongside, and show respect for, a diverse range of people. When we inspect schools, we assess how well they equip children to do this.”

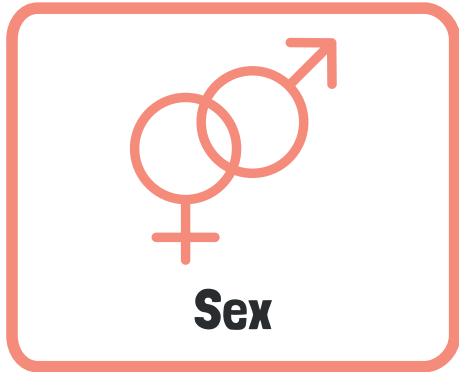
Ofsted, Inspecting teaching of the protected characteristics in schools, September 2021.



In terms of how they will be evaluated, inspectors will gather evidence on how schools promote equality and pupils' understanding of the protected characteristics.

They will use this evidence as part of evaluating and coming to judgements on:

- The personal development of pupils.
- The effectiveness of leadership and management; how the school meets the requirements of the Department for Education (DfE)'s statutory guidance on relationships education, relationships and sex education and health education will contribute to this.



Protected Characteristics





Protected characteristics are aspects of a person's identity that are protected under the **Equality Act 2010**. This law makes it illegal to discriminate against someone based on these characteristics, helping to promote a fairer and more equal society.

Age

Discrimination against people based on their age can be referred to as **ageism**.

Disability

Discrimination against people based on disability is referred to as **ableism**. It is typically based on irrational hatred, intolerance and fear of people with disabilities.

Gender reassignment

Transphobia is prejudice and discrimination against people who identify as or are perceived to be transgender. It is typically based on irrational hatred, intolerance and fear.

Marriage and civil partnership

It protects people with a formal legal partnership with someone either of the same sex or opposite sex.

Pregnancy and maternity

A person can't be treated unfavourably, for example not being given a promotion at work, because they are pregnant or have recently given birth.

Race

Prejudice and discrimination against people based on the colour of their skin or the racial or ethnic group to which they belong is referred to as **racism**.

Religion or belief

The Equality Act 2010 protects people against discrimination based on their **religion or beliefs**.

Sex

The Equality Act 2010 protects people against discrimination based on their **biological sex**. Prejudice and discrimination against people based on sex or gender is referred to as **sexism**.

Sexual orientation

Homophobia is an umbrella term for prejudice and discrimination against people who identify as or are perceived to be LGBT.



British Values

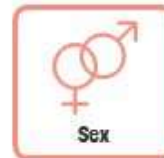


Democracy

Energy is required to power many of the useful and convenient items we use daily. This energy can be produced in many different ways. We can use our voices to share our thoughts on this and impact the future.

Protected Characteristics

Young people can be overlooked for their ideas because they may not be as experienced as adults but when given the opportunity, they can often make a valuable contribution.



Sex



Sexual Orientation



Age



Disability



Gender Reassignment



Marriage and Civil Partnership



Pregnancy and Maternity



Race



Religion or belief



What do you already know?

How do you currently promote British values in your school?

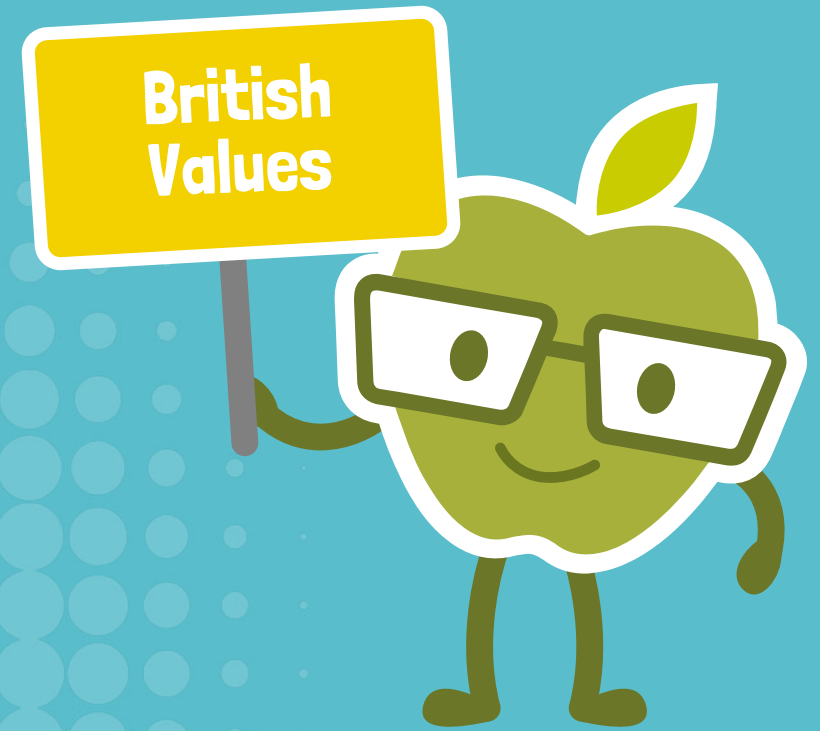


Background

In 2014, the Department for Education published guidance on promoting British values in schools to ensure young people leave school prepared for life in modern Britain.

The guidance aims to help both independent and state-maintained schools understand their responsibilities in this area. All have a duty to ‘actively promote’ the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. These values were first set out by the government in the ‘Prevent’ strategy in 2011.

Before 2014, schools had been required to ‘respect’ these values, but as a result of changes brought in, all schools must now have a clear strategy for embedding these values and show how their work with pupils has been effective in doing so.



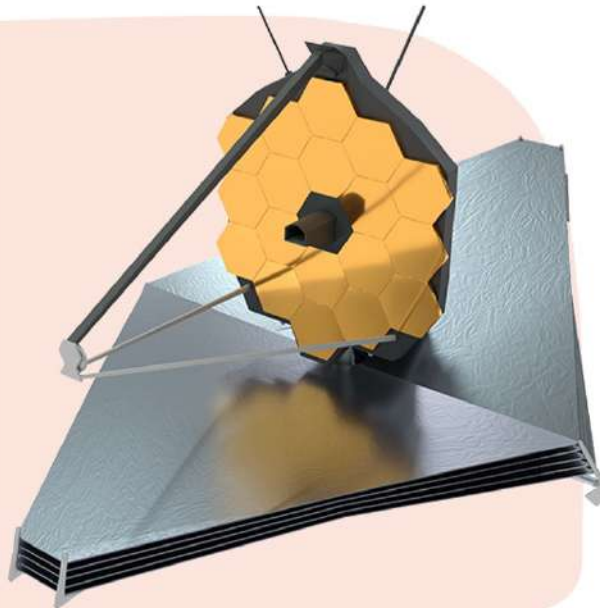


After watching the video, share why you think people found it hard to define British values? How do you think you might've have answered?



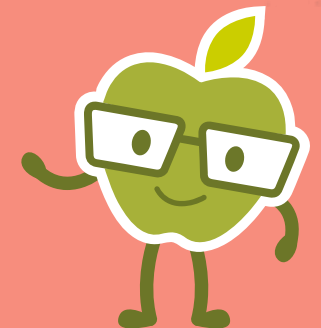
Individual liberty

We all have the right to learn about the universe if we choose to. The James Webb Space Telescope may help us discover more than we ever have before!



© Picture News 2022

How can the news help children to understand each of the British values?



Our Shared British Values

I Really Do Matter

What do I do if I don't think something is right or fair?

How can I make a difference?

Can I be friends with someone who doesn't believe the same things that I do?

How can my voice be heard?

What matters to me?

Individual Liberty

- I make the right choices
- I take responsibility for my actions
- I understand the consequences of my actions
- I manage risks
- I know how to exercise my rights and freedoms in an appropriate way

Rule of Law

- I value and understand the importance of rules and laws
- I follow school rules and understand why there is a consequence if I do not
- I understand that everybody is responsible for rules and laws
- I know rules are there to protect me

Democracy

- I know I have a voice and my opinions will be heard
- I can listen carefully to others
- I know how to discuss an issue in a calm way and can show respect for others even if I disagree
- My vote counts

Mutual Respect and Tolerance

- I know my behaviour, actions and words can affect others
- I understand and respect that not everyone is the same as me and everyone needs to be treated as an individual
- I know that life is not the same for everyone
- I understand that people's faiths and beliefs are different and I respect that.

**WHY TEACH
THE NEWS?**



**Do you currently use current affairs
in your day-to-day teaching?**

**Do you think it's important to cover
the news within primary schools?**



Opinion 2

We have a weekly current affairs assembly where we are very honest and open about all the news. We don't hide anything from the children.

WHY TEACH THE NEWS?

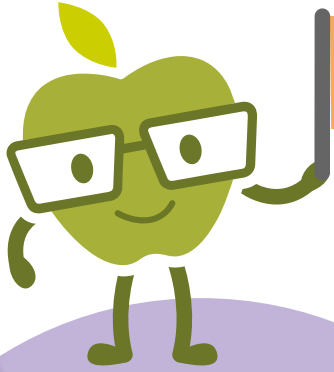


Opinion 1

We don't teach about the news in our school as it's so negative. Children deserve a childhood, the world is too cold and mean. Plenty of time for that later.

Opinion 3:

I do think it is important to teach the news there just isn't enough time. I don't have any free time to plan for it and it changes all the time so it's not like I could reuse any resources!



REASONS FOR TEACHING THE NEWS

1

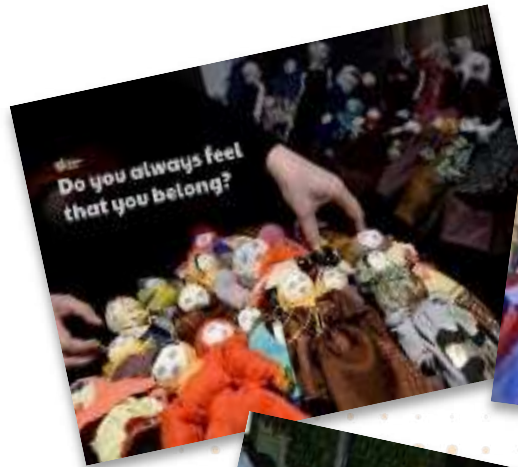
Real life learning opportunities for something happening **RIGHT NOW** meaning potentially children can influence and bring about change – both locally and globally!

2

What's going on in the news can directly link to nearly every area of the curriculum and allows children to use fresh and exciting content!

3

The news can bring the world closer to children's everyday lives through making them more aware and understanding about the world they live in.



THE NEWS COVERS



- Political issues
- Social issues
- Moral issues

- Environmental issues
- Different cultures

Spiritual, moral, social and cultural development

Inspectors will evaluate the effectiveness of the school's provision for pupils' spiritual, moral, social and cultural education. This is a broad concept that can be seen across the school's activities, but draws together many of the areas covered by the **personal development judgement**.



Spiritual development

Through Picture News sessions, children are given opportunity to be reflective about their own beliefs and show respect for the beliefs, faiths, feelings and values of others. Coverage is broad and includes current news stories about the environment, religion, politics and culture. It also includes social, ethical and moral issues. Opportunities are given for children to learn about themselves, others and the world around them.



Moral development

News stories explore some issues which allow children to see the difference between right and wrong in the 'real world'. Opportunities to look at the civil and criminal law of England are given. Children offer their views about moral and ethical issues and can listen and respond respectfully to the viewpoints of others.



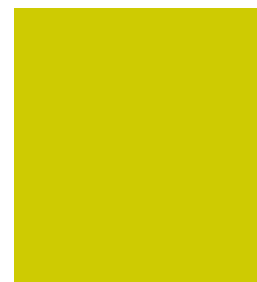
Social development

Each week, we focus on one of the British Values that links to the story. This allows children to accept and engage in British Values in a meaningful and relevant way. They also make links to personal, school and community values. Picture News stories inspire children to take action and have allowed opportunities to demonstrate children's willingness to participate in a variety of communities and social settings.



Cultural development

Children are given opportunities to explore a range of different cultures. It allows children to understand, accept, respect and celebrate diversity locally, nationally and globally. Picture News stories cover British politics giving children knowledge of Britain's democratic parliamentary system.





Supporting personal development

If you don't know something even exists, how can you possibly know it interests you?

Ofsted Framework – 2019

Personal development

Inspectors will make a judgement on the personal development of learners by evaluating the extent to which:

- *the curriculum extends beyond the academic, technical or vocational. It provides for learners' broader development, enabling them to develop and discover their interests and talents*
- *the curriculum and the provider's wider work support learners to develop their character – including their resilience, confidence and independence – and help them know how to keep physically and mentally healthy*
- *at each stage of education, the provider prepares learners for future success in their next steps*
- *the provider prepares learners for life in modern Britain by:*
 - *equipping them to be responsible, respectful, active citizens who contribute positively to society*
 - *developing their understanding of fundamental British values*
 - *developing their understanding and appreciation of diversity*
 - *celebrating what we have in common and promoting respect for the different protected characteristics as defined in law.*

Children can often explain how they should behave or what they should say but what better way to teach respect than if they are discussing something they actually care about?

Expose children to a range of current issues including political, religious, cultural, environmental, social, moral, spiritual. Make British Values relevant and meaningful and develop links between personal, school and community values. Allows children to demonstrate respect and tolerance.

Giving children opportunities to develop learning further through news stories that inspire them. If they want to make a difference, they have to have the confidence to speak out. They must develop resilience. If at first, they do not succeed, develop ideas further, do not give up!

POWER OF IMAGES



**What can
you see?**

**What do
you like?**

**What 3 questions
would you like to ask?**

**What do you
think might be
happening?**





**Should all the energy we use
be renewable?**

EXTENDING SINK 6000

Savannah
Abacus Belize Primary School

Savannah from Abacus Belize Primary School in Belize Park in London designed the Extending Sink 6000. This self-adjusting sink was designed to automatically rise or lower dependent on the user's height.



PA Images / Alamy Stock Photo

WHEEL

Delia
Mar-Tee

Delia from
in East Mid
Wiltshire
to use a

Cover
Drive

Let's look at this week's story



A flatpack wind turbine, invented by Douglas Macartney from Scotland, is to help provide power to communities in Kenya, Africa. Douglas designed the turbine for a competition four years ago, when he was only 15. It has now been developed into a working prototype with two additional solar panels by teams of student engineers from Glasgow Caledonian University. It is hoped the device, which can be assembled without any specialist training, will be used to help areas recovering from natural disasters and in rural settlements.



Learn more about this week's story [here](#).
Watch this week's useful video [here](#).
This week's Virtual Picture News [here](#).



How does it make me feel?



sad	angry	happy	confused	excited	worried	shocked	afraid
despondent disconsolate dismal doleful downhearted forlorn gloomy melancholic miserable woeful wretched	aggrieved annoyed discontented disgruntled distressed exasperated frustrated indignant offended outraged resentful vexed	beaming buoyant cheery contented delighted enraptured gleeful glowing joyful	addled baffled bemused bewildered disorientated indistinct muddled mystified perplexed puzzled	animated elevated enlivened enthusiastic exhilarated exuberant thrilled	agitated anxious apprehensive concerned disquieted distraught distressed disturbed fretful perturbed troubled uneasy	astonished astounded disconcerted distressed dumbfounded horrified staggered startled stunned surprised	alarmed apprehensive daunted fearful frantic horrified petrified terrified

This week's story looks at events related to ...





Read through the resource below, which provides more information about Douglas Macartney's wind turbine design.

How does the flatpack wind turbine work?

When he was 15, Douglas Macartney designed a flatpack wind turbine, which has been developed to help others around the world.

The technology's flatpack system will make it easier to transport to places that are hard to reach. It was created to generate enough electricity to power a light and two charging sockets in a disaster relief zone or refugee camp.

It is hoped the turbine will help create new opportunities for work and education that could transform lives.

The team's goal is to train local communities to assemble and use the device.



Ikea built a flatpack refugee shelter and I quite liked the simplicity of it. I thought of doing the same thing but with something that would have an energy use in a refugee camp. It has been amazing to see how my idea on paper has been turned into a working prototype.

Wind turbine inventor, Douglas Macartney



Pictured above: The student engineers from Glasgow Caledonian University with the wind turbine

Source: Press Association

Share your thoughts on the design and talk about the difference it will make in the communities where it will be used.

Reflection



There are many different types of energy available to help keep the world moving. As our understanding of science and technology continues to grow, we can adapt to find ways that are best for us and the wider world.





British Values

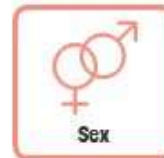


Democracy

Energy is required to power many of the useful and convenient items we use daily. This energy can be produced in many different ways. We can use our voices to share our thoughts on this and impact the future.

Protected Characteristics

Young people can be overlooked for their ideas because they may not be as experienced as adults but when given the opportunity, they can often make a valuable contribution.



Sex



Sexual Orientation



Age



Disability



Gender Reassignment



Marriage and Civil Partnership



Pregnancy and Maternity



Race



Religion or belief



UN Rights of a Child



Having electricity and heating in our homes and schools can help ensure we survive and develop in the best possible way. Governments must make sure all children survive and develop in the best way possible.





USING THE NEWS

...to spark
debates

Should everyone using our roads learn the Highway Code?

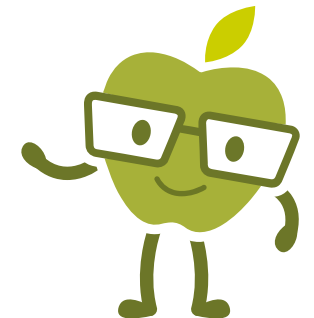


Let's look at this week's story



An update to the Highway Code has introduced a hierarchy of road users, which creates 'clearer and stronger priorities' for pedestrians. The Department for Transport claims that the changes, which are split into three main rules, have the foremost aim of improving safety for pedestrians, cyclists and horse riders. The changes came into force at the end of January and whilst they have been welcomed by cycling campaigners, the government has been accused, by some in the media, of not making the updates clearer and known to road users.

Learn more about this week's story [here](#).
Watch this week's useful video [here](#).
This week's Virtual Assembly [here](#).



The opening statement...

The Highway Code should not have been updated

My
viewpoint

What
matters
to your
audience?

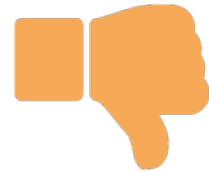
Who are you
trying
to persuade?

Useful sentence openers for debate

- I believe that
- I respectfully disagree
- I see your point but
- Without doubt
- I see what you are trying to say but
- Referring back to your point
- Everyone knows that
- It is clear



Reasons for



Reasons against

Follow up opportunities: Persuasive writing, discussion texts, news article, statistics, facts, historical information, looking at different cultures.

What is happening this week?

Can you describe it in your own words?

sad	angry	happy	confused	excited	worried	shocked	afraid
despondent	aggrieved	beaming	addled	animated	agitated	astonished	alarmed
disconsolate	annoyed	buoyant	baffled	elevated	anxious	astounded	apprehensive
dismal	discontented	cheery	bemused	enlivened	apprehensive	disconcerted	daunted
doleful	disgruntled	contented	bewildered	enthusiastic	concerned	distressed	fearful
downhearted	distressed	delighted	disorientated	exhilarated	disquieted	dumbfounded	frantic
forlorn	exasperated	enraptured	indistinct	exuberant	distraught	horrified	horrified
gloomy	frustrated	gleeful	muddled	thrilled	distressed	staggered	petrified
melancholic	indignant	glowing	mystified		disturbed	startled	terrified
miserable	offended	joyful	perplexed		fretful	stunned	
woeful	outraged		puzzled		perturbed	surprised	
wretched	resentful				troubled		
	vexed				uneasy		

What are your initial thoughts?

- I think
- I feel
- I prefer
- I know
- I believe
- The best thing about
- The worst thing about

Share your thoughts

Share your thoughts and listen to others share theirs.

Has your opinion changed after listening to others?

Do you have different opinions?

- I respectfully disagree
- I see your point but
- Without doubt
- I see what you are trying to say but
- Referring back to your point
- Everyone knows that
- It is clear
- Inevitably
- It is obvious that

Introduce further discussion points

Sentence openers for further discussion and debate.

Think about both reasons for and against your opinion/argument

Examples of children being inspired by current affairs and *taking action*

Should we spend more time with people who are older than us?

Weekly visit to a care home for classes in school

Can we learn to be happy?

Applying and achieving the Well-Being award

Are libraries still needed in modern times?

Creating a school bus community library

Do we have more clothes than we need?

Organising a second-hand clothes sale

Should women footballers be paid the same as men?

Letter of complaint to FIFA and children gaining interest in the tournament

How schools can use the news to support British values and the protected characteristics

Recording thoughts and ideas in response to the news in a scrap book



Debating clubs and nurture groups



As a stimulus/prompt for lunchtime discussions



Thinking about 'how we can help others' following exploring a news story



Weekly news assemblies and supporting RSS Award work



Sharing children's views to a wider audience via social media



Values displays - exploring how we all feel different in response to the news

Protected
Characteristics
and British values



What have you learned in this session?

What ideas are you going to implement?



Useful places to find news content for children

FirstNews

The weekly newspaper for young people

firstnews.co.uk



bbc.co.uk/newsround



**Picture
News**

picture-news.co.uk





help@picture-news.co.uk



Request a resource and slides

www.picture-news.co.uk



**Picture
News**