



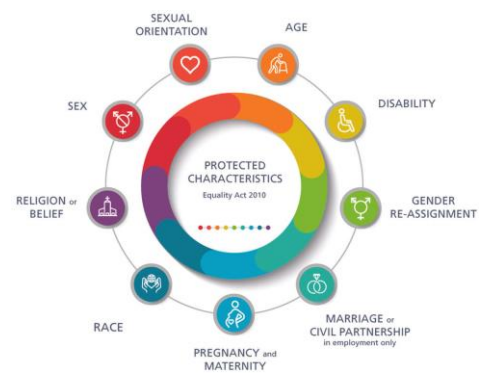
Week 1: What are the protected characteristics and why are they important?

At TAL we understand that everyone is different and unique. We **celebrate** our **diverse community**.

We have all signed the **TAL Equality Pledge**. This means that we recognise the importance of the rights of all individuals within our community.

The Equality Act of 2010 is a law which protects the rights of individuals.

Within the Equality Act of 2010, there are **9 protected characteristics**. It is **illegal to discriminate** against someone based on those characteristics.



To **discriminate** against someone is to **treat them unfairly** because of a particular characteristic. For example, race or gender. By treating everyone as a valued member of society, we can build strong relationships within our communities.

Week 2: What are British Values and why are they important?

Democracy

- Foundation of the UK's political system.
- Everyone should have an equal say in how their country is run.
- Government should be accountable to the people.

Rule of law

- Everyone in the UK follows the same rules and laws.
- Promotes a sense of order and stability in society.
- Helps to prevent crime and other harmful behaviours.

Respect

- Mutual respect means treating others as we wish to be treated.
- Celebrate diversity and show kindness to everyone in our community.

Tolerance

- Respect and learn from other's beliefs and traditions.
- We should all be able to live together in harmony.

Individual liberty

- Allows people to pursue their own goals and interests, providing they do not harm others.
- People should be free to make their own decisions and choices.

Week 3: What is tolerance and why is it important?

Tolerance

Showing tolerance of different faiths and beliefs means that we respect and learn from other's beliefs and traditions.

We understand that people in our community may believe different things to us, but we accept their right to believe in what they want to believe in and we do not impose our own beliefs on them.

This value is based on the idea that we should all live together in harmony.

At TAL we **promote tolerance** in our everyday actions and through our **community**.

We acknowledge that having different beliefs helps us to have an **incredible community** at TAL. For example, we embrace this through our **RS curriculum**, in which students in all year-groups learn about a wide **variety of religions** including Islam, Christianity, Hinduism, Sikhism, Buddhism and Judaism.

Last term we marked the holy month of **Ramadan** for **Muslims** through our Acts of Kindness Calendar and through daily prayer. We marked the **Christian** festival of **Easter** through daily discussions and Team Time competitions.

On the 19th April, all students engaged in **Fusion**, our **Culture Day**, celebrating the diversity of our community at TAL. Everyone is a **valued individual**.

Follow the QR codes below to access more information, advice and support.

This Oak National Academy lesson allows you to learn more about the Equality Act of 2010.

This YouTube video explains the British Values in more detail.

FRIDAY 19TH APRIL
A CELEBRATION OF DIVERSITY | INCLUSIVITY | CULTURE | PROGRESS

Week 4: What are healthy relationships and how can we build strong relationships?

Relationships can change as you grow older. This can be for lots of reasons including **changing interests or changing schools**. You can **build strong relationships and your own self-worth** by demonstrating **respectful, supportive** behaviour.

We should **avoid hurtful behaviour**. Hurtful behaviour is behaviour which may be **disrespectful, inappropriate** or **unkind**. If people behave in a **hurtful** way towards you, and **do not stop** when you tell them to, they are not demonstrating the qualities of a good friend.

Respectful behaviours	Disrespectful behaviours
Offering to help someone.	Spreading rumours about someone.
Asking someone how their day is going.	Pressuring someone to take a photograph of themselves.
Inviting someone to come and sit with you/talk to you.	Trying to see a part of someone's body that they have covered up.
Asking someone if they would like a hug/physical contact if they are upset.	Showing someone a photograph or film that might make them feel uncomfortable.
Speaking to a trusted adult or filling in a Call it Out card if you witness unkind behaviour.	Sending images of someone to people without their permission.

Strong relationships can be **built** and cared for. This is also **the case within families**. Relationships with **siblings** are just as **important** as with peers and friends. **Do you work to build strong relationships with your siblings?**

Week 5: What is the difference between online communication and face to face communication?

In PD sessions in Term 2, we learnt a lot about how to stay safe online. Your Team Ambassadors also delivered to you on how to be a **'cyber hero'**.

Sometimes, people **behave differently online**, because they **think** that they cannot be identified. Or they do not think about the impact of their actions. Just like in real life, actions online have impacts on people and communities.

It can be tempting, from behind a screen, to say something that you might not say to someone's face. This could be through Snapchat, Whatsapp or any app which allows you to communicate with others.



It is important to remember that the people you are speaking to are real people, with real feelings. When you type a message and send it, you have lost control of it, and it is online forever.

Trusted adults

Trusted adults are a way that you can **seek support** for any issues you may be facing. Trusted adults are **safe figures** who listen without judgement or expectation. They **support** young people.

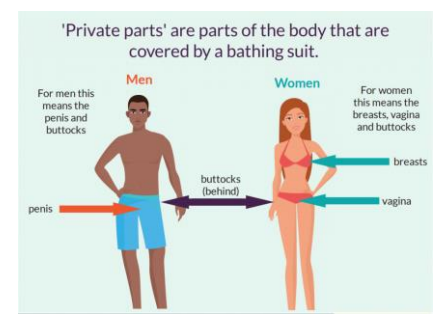
Within school, **every adult can be a trusted adult**. These can be Heads of Year, Team Leaders, members of the Rebuild team, a teaching member of staff, a member of support staff, PC Collins (our Safer Schools Officer) or any adult you feel safe talking to.

Week 6: Rewind week. How can I recognise respond to inappropriate and unwanted contact?

Your body belongs to you. You have the right to say no.

It is important to understand that you do not have to do things with your body, that you do not feel safe or comfortable doing. Equally, it is your responsibility to judge whether someone else is comfortable in a situation.

There are particular areas of your body that are private. These are your mouth, chest, and around your genitals. No-one has the right to touch these areas without your permission. Value your feelings and trust your instincts.



It is appropriate to communicate assertively if something is happening and you do not feel comfortable. This could be in-person or online.

- 'I don't feel comfortable with this. I want you to stop.'
- 'It is important that you listen to me. You need to stop.'
- 'I don't feel safe. Stop.'

If someone says this to you, they are not giving consent for the actions being taken. It is important that you respect their wishes. As always, speak to a trusted adult if you have concerns for yourself or another person.

Follow the QR codes below to access more information, advice and support.

This Oak National Academy lesson allows you to learn more about healthy relationships

Childline has lots of tips to help you to stay safe online.

IF YOU SEE IT CALL IT OUT! STAND UP TO REDUALITY. EMPATHY HONESTY RESPECT RESPONSIBILITY