

Strategic Equality Plan September 2025 – July 2028

Protected Characteristics set out by government are legally enforceable in all workplaces, schools and community areas.

Protected Characteristics are:

1. age
2. disability
3. gender reassignment
4. marriage and civil partnership
5. pregnancy and maternity
6. race
7. religion or belief
8. sex / gender
9. sexual orientation

The UNCRC pupils identified **age**, **disability**, and **gender** as key areas for our 2025 - 2028 plan.

Remember:

- We are legally expected to discuss and find opportunities that promote positive views regarding all protected characteristics.
- SEP learning is focused on inclusivity, acceptance and diversity.

Note: *Black History* is mandatory in the new curriculum and must be incorporated into our curriculum. Black history is ongoing, regardless of the three protected characteristics that are the focus of this current SEP. Pupils 'develop an understanding of the complex, pluralistic and diverse nature of societies, past and present. These stories are diverse, spanning different communities as well as in particular the stories of black, Asian and minority ethnic people.'

Race Council Wales: <https://racecouncilcymru.org.uk>

Age Progression Step 1
What are the Experiences?
<ul style="list-style-type: none">• Grandparents to come and speak to the children/ read a story• Occasion cards to be sent to local care homes• Local care homes invited to watch concerts• BBC CIN
What is the impact?
All pupils in Griffithstown Primary School are accepting of others irrespective of their age.
Disability Progression Step 1
What are the Experiences?
<ul style="list-style-type: none">• Look at disability sports via the PE curriculum.• Fundraising events for local disability charity.• Local Paralympians and people with disabilities to talk about themselves and their achievements.• Establish simple BSL to support visual learners.• Genes for Jeans Day.• BBC CIN.
What is the impact?
All pupils in Griffithstown Primary School are accepting of others irrespective of their disability.
Gender

Progression Step 1
What are the Experiences?
<ul style="list-style-type: none"> Local people and their jobs, focusing on stereotypes Toy (gender expectations) sort and identify toys for boys/girls. Discuss and challenge fixed mindsets. Provide a range of costumes and resources in role play areas to ensure all pupils can access what they need to express themselves. Opportunities for pupils to roleplay different roles in the home e.g., boys cleaning
What is the impact?
All pupils in Griffithstown Primary School are accepting of others irrespective of their gender.

Age
Progression Step 2
What are the Experiences?
<ul style="list-style-type: none"> Interview family members (record and upload clips for discussion) Engage grandparents in practical tasks e.g., to plant trees/gardening Parents/grandparents are positive role models. Adults read stories and or talk about experiences. Engage parents/grandparents in activities e.g., craft, cookery, art. Celebrate and utilise the different skills of elderly members of the community.
What is the impact?
All pupils in Griffithstown Primary School are accepting of others irrespective of their age.
Disability
Progression Step 2
What are the Experiences?
<ul style="list-style-type: none"> Invite guest speakers to share positive experiences and achievements. Identify and monitor pupils who are carers at home. Ensure there is high quality support for these children Establish simple BSL to support visual learners. Establish opportunities for Crownbridge pupils and Griffithstown pupils to watch performance and engage in events at both schools. Jeans for Genes
What is the impact?
All pupils in Griffithstown Primary School are accepting of others irrespective of their disability.
Gender
Progression Step 2
What are the Experiences?
<ul style="list-style-type: none"> Ensure provision, including role play areas include opportunities/resources for pupils to question/challenge gender stereotypes. Invite 'people who help us' into school e.g., fire brigade, police, ambulance etc. Positively discriminate and always request that female staff are part of the team that attend school.
What is the impact?
All pupils in Griffithstown Primary School are accepting of others irrespective of their gender.

Age**Progression Step 3**

What are the Experiences?

- Develop links with Widdershins care home.
- Develop ICT workshops that team pupils with elderly citizens e.g., how to use an iPad and staying safe online (e-safety)
- Opportunities for pupil groups and the elderly community to meet e.g., visits by choir, elderly citizens attending school concerts
- Look at ageism in the wider world e.g., workplace, representation in media, TV and film.

What is the impact?

All pupils in Griffithstown Primary School are accepting of others irrespective of their age.

Disability**Progression Step 3**

What are the Experiences?

- Develop links with Widdershins care home.
- Establish simple BSL to support visual learners.
- Shared experiences of people with disabilities – develop empathy and respect linked to the achievements of people with disabilities e.g., conversations with paralympian (Kyron Duke)
- Develop paralympic sports in PE.
- Support fund raising and awareness of ‘disability’ charities e.g., Cancer Research ‘Relay For Life’
- Develop links between Choir and care facilities e.g., hospices, care homes, Panteg Hospital.
- Develop links with Crownbridge School – access sports, life skills, celebratory events.
- Support Jeans for Genes.
- Identify and monitor pupils who are carers at home. Ensure there is high quality support for these children.
- Recognise and support events that expand pupils’ understanding of people with learning, physical, behaviour, health needs e.g., Autism, Downs, Tourette’s Awareness.
- Establish links with ‘Able’. Provide opportunities for young people with learning difficulties to work on projects in the school outdoor areas, in partnership with staff, pupils and parent/grandparent helpers. Ensure that all participants are welcomed and made to feel part of the school team.

What is the impact?

All pupils in Griffithstown Primary School are accepting of others irrespective of their disability.

Gender**Progression Step 3**

What are the Experiences?

- Challenging roles in society e.g., police/firefighter/scientists etc.
- Equality in sport – women’s rugby, football.
- Debating opportunities linked to e.g., pay gap, childcare, glass ceiling.
- Begin to understand ‘male bias’ in history. Look at female Welsh history figures such as, Lucy Thomas and Lady Charlotte Guest.
- RSE Curriculum – look at respect for others. Look at healthy friendships and relationships. Share approach to RSE with the community via parent workshops.

What is the impact?

All pupils in Griffithstown Primary School are accepting of others irrespective of their gender.
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Evidence

Evidence of SEP activities must be uploaded to DoJo, each term.

Monitoring

Teachers must document experiences, and a review must be shared with governors, annually.