

ELIZABETH II



Equality Act 2010

2010

**How does the  
Equality Act 2010  
affect us?**

Lesson 5

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**How do laws affect us?**

**Lesson 5:  
How does the Equality Act 2010  
affect law in the UK?  
Key Stage 3 (Year 7)**

<p><b>Overview</b></p>	<p>Continuing their work from laws changing over time, students examine the example of the Equality Act of 2010. Students are introduced to the characteristics that it protects from discrimination. They explore how the Act promotes fairness and accessibility by ensuring equal treatment under the law. Through the evaluation of nine scenarios, students discover how this Act affects people. Additionally, they discuss whether this law is working successfully to protect young people from discrimination.</p>
<p><b>Citizenship skills and concepts</b></p>	<p><b>Concepts:</b> justice, equal opportunities, change, freedom, democracy, legislation, rights, responsibilities, ethics, society</p> <p><b>Skills:</b> investigation, political literacy, representing your views to others, making judgements, evaluation</p>
<p><b>Essential teaching guidance</b></p>	<p><b>Timings for each task are given as guidelines. Please use your professional judgement when deciding how to deliver the tasks, depending on time available and your students' needs.</b></p> <p>The main purpose of this lesson is to share the important aims of the Equality Act 2010 and how this law affects us. The nine protected characteristics are explored and a vote will take place for students to decide whether it is a successful law in stopping discrimination among young people.</p> <p>The Equality Act 2010 is a comprehensive piece of legislation in the UK, aimed at preventing discrimination and promoting equality. It consolidates and strengthens previous anti-discrimination laws, protecting individuals from discrimination based on these characteristics: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation. The Act was passed to provide a unified framework for tackling discrimination across various sectors, including employment, education, housing and the provision of goods and services, thereby developing a more inclusive and fair society.</p>

	<p>Personalising students’ learning to reference local stories about individuals in your community who have fought for their rights and won through the use of the Equality Act 2010 legislation will encourage them to engage fully with the lesson and be more aware of how this legislation is put into practice. Furthermore, if there are examples from your local community or school where the Equality Act 2010 has not been taken into account and it is failing to stop discrimination, these could interest students and improve engagement and motivation. For example, you could research the latest news stories in a local newspaper or on a local news TV channel to find case studies. You could also find amendments to the Equality Act since 2010 by visiting: <a href="http://www.legislation.gov.uk">www.legislation.gov.uk</a></p> <p>Be aware that different students in your class may have a range of backgrounds and some may be sensitive to issues discussed, due to negative experiences with the Equality Act 2010 or issues with inequality through the lives of their loved ones. Some students will have a personal view of the effects of inequality and discrimination due to real-life experiences. They may have experienced these effects in their own lives, so you must consider the students in your class to pitch this lesson appropriately. You may want to check with the head of year or safeguarding lead in case any students in the class are affected by any of the issues contained in this lesson.</p> <p>Be mindful of the diverse viewpoints that may arise, and seek to encourage empathy and promote community cohesion. Where the issues raised in teaching this lesson are sensitive or controversial in nature, ensure that you are in line with your school policies on such matters. You may find the <a href="#">Teaching Controversial Issues in Citizenship</a> and <a href="#">ACT guidance on Political impartiality in Citizenship</a> helpful.</p>
<p><b>Learning questions</b></p>	<ul style="list-style-type: none"> <li>● What characteristics does the Equality Act 2010 protect?</li> <li>● How does this law affect individuals in the UK?</li> <li>● Is the Equality Act 2010 successful in protecting young people from discrimination?</li> </ul>
<p><b>Lesson resources</b></p>	<ul style="list-style-type: none"> <li>● Slide presentation for the lesson</li> <li>● Worksheet: Review your learning (for starter/do now/entry task)</li> <li>● Worksheet: The Equality Act 2010 video (for Task 3)</li> <li>● Worksheet: Protected characteristics law (for Task 5)</li> <li>● Quiz: Review: What can you remember (for plenary/review)</li> <li>● Glossary: Keywords (for entire scheme of work)</li> </ul>

<p><b>Differentiation</b></p>	<ul style="list-style-type: none"> <li>● Ensure effective pairings for the match-up protected characteristics task (Task 5) that support the activity, paying particular attention to reading and decision-making skills.</li> <li>● There are two levels of the protected characteristics match-up activity (Task 5), with a differentiated copy provided on page 2 of the worksheet ‘Protected characteristics law’.</li> <li>● Consider whether it is suitable to change the pairings for the discussion tasks throughout the lesson to ensure that a high level of discussion is reached and effective debates can occur.</li> <li>● Use differentiated questioning – who, what, when, where, how and why – to create a range of accessible questions.</li> <li>● Use different levels of discussion tasks to support students, e.g. sharing opinions, analysing, solving a problem or persuading.</li> <li>● Consider using no-hands-up questioning to encourage students to engage with the learning and reduce the likelihood of students being passive.</li> <li>● Ensure that sufficient ‘think time’ is provided before selecting a student or before moving on to another student to get the answer.</li> <li>● When reviewing knowledge gained by the class, use targeted questioning to stretch students. Give them an opportunity to develop ideas by bouncing a question around the room.</li> <li>● Scaffold feedback – use prompting, recasting, eliciting, correcting, commenting on student language and promoting learning through discovery.</li> <li>● Use choral (whole-class) responses for new terminology or to address misconceptions.</li> <li>● Use hinge questions to ensure that the class understands an important area of knowledge or concept before the lesson can progress.</li> <li>● Give different levels of support – for example, paired work, scaffolding frameworks, one-to-one, TA-supported, model answers.</li> <li>● Encourage students to use the glossary of key terms.</li> </ul>
<p><b>Assessment opportunities</b></p>	<p>This lesson offers many opportunities to assess understanding through group discussion and direct differentiated questioning (used to check that knowledge has been acquired). The retrieval questions at the start of the lesson will assess both the takeaway task and previous knowledge learned in Lesson 4 from this scheme of work. Students can be assessed on their performance in the match-up activity (Task 5). Oral explanations of equality and the</p>

	<p>discussion about whether the Equality Act is successful in preventing discrimination among young people can be assessed. Decision-making and critical-thinking skills are crucial in this lesson. There is a quiz to end the lesson, which can be formally assessed to measure progress and understanding of key elements of the Equality Act 2010. This plenary/reflection activity will ask students to draw upon knowledge from across the lesson, and this will be revisited in the next lesson to ensure that students have understood the material.</p>
<p><b>Do now / starter / entry task</b></p> <p><i>(8 minutes)</i></p>	<p><b>Review legislation</b></p> <p><i>Slides 2 to 5</i></p> <p>Share slide 2 and give out the worksheet ‘Review your learning’. Allow four minutes for students to collect information from other students about the laws they researched for the previous lesson’s takeaway task for question 1. You may want to allow students to move around the room, finding out the information from communicating with their peers, or you may think it more appropriate with your class to divide them into pairs or small groups of three or four for this activity. Give students two minutes to answer the last two questions on their worksheet.</p> <p>Facilitate a short discussion to feed back their ideas for two minutes, using slide 3 and the answer sheet on page 2 of the worksheet for prompts or to further develop the discussion.</p> <p>Share slides 4 and 5 and explain that in this lesson you’re going to be exploring the purpose and success of the Equality Act 2010 and how this law affects us in the UK.</p>
<p><b>Task 1</b></p> <p><i>(7 minutes)</i></p>	<p><b>Equality and discrimination</b></p> <p><i>Slides 6 to 7</i></p> <p>Share the think-pair-share task on slide 6. Ask students to think about the first question on the slide independently for one minute. In pairs, students should then discuss the definition of ‘equality’ together and answer question 2 for a maximum of two minutes. Draw the class back together for each pair to share their answers to the first two questions and facilitate a short discussion about question 3 for the next three minutes. This could be achieved by asking a pair of students for one reason why it is important for equality to be shown in the law. You could then use pause-pounce-bounce to get a response about this reason from another pair. Students could either select a pair themselves to respond or you could target a pair for whom you want to measure</p>

	<p>the progress for this part of the topic.</p> <p>It is vital that students understand the definition of discrimination before exploring the Equality Act 2010, so that they can understand all of the language used in this lesson. Share slide 7 and share the definition, paying particular attention to the fact that it is not a belief, like prejudice, but rather putting this prejudiced belief into action and treating someone differently because of something about them. You may want to make links here to the work that students did across 7.1 in this scheme of work about making their school a fairer place, free from discrimination and bullying.</p>
<p><b>Task 2</b> <i>(5 minutes)</i></p>	<p><b>The Equality Act 2010</b></p> <p><i>Slides 8 to 10</i></p> <p>Share slide 8 and introduce this section on the Equality Act 2010. It is a good opportunity to test prior knowledge here and find out what students already know about this law, which they may have heard mentioned before. You could do this by posing the question on the slide and asking for a hands-up response from around the classroom.</p> <p>Share slides 9 and 10 and ask for volunteers to read each section about the Equality Act 2010, drawing out the connection to discrimination, individuals and the change in law. Discuss the images on the slide and how they represent equality.</p>
<p><b>Task 3</b> <i>(15 minutes)</i></p>	<p><b>Equality Act 2010 video</b></p> <p><i>Slides 11 to 13</i></p> <p>Share slide 11 and explain that you will now be watching a video clip about the Equality Act 2010 to discover some more information about this law to improve students' Citizenship knowledge.</p> <p>Give out the worksheet 'The Equality Act 2010 video' and read through the questions together as a class, explaining any misconceptions or questions they may have about the task.</p> <p>Play the video from slide 12. You can also access it here: <a href="http://www.youtube.com/watch?v=I4MWVEAww2g">www.youtube.com/watch?v=I4MWVEAww2g</a></p> <p>(An introduction to the Equality Act 2010, Equality and Human Rights Commission, YouTube, 3:12)</p>

	<p>On page 2 of the worksheet there is an answer sheet, which tells you the sections of the video where you can find the answers if you would prefer to pause the video and ask students to write down one answer at a time. You may find it more appropriate to play the clip twice to cement the ideas in the students' minds and for them to complete all of the questions on the worksheet themselves.</p> <p>Share slide 13 and target 10 students to answer the questions. Ensure that the rest of the class have completed their worksheets or are copying down the answers from their peers' responses.</p>
<p><b>Task 4</b> <i>(12 minutes)</i></p>	<p><b>Protected characteristics</b></p> <p><i>Slides 14 to 16</i></p> <p>Explain to students that we will now be exploring Section 1 of the Equality Act 2010, which aims to protect all individuals and groups from discrimination in society.</p> <p>Share slide 14 and read the definition of 'diversity'. Explain its importance in the law, education, work, school and the local and wider communities. You may want to extend the discussion further if time allows, by asking how diversity is shown at school time: in lessons, the playground, at lunchtime and on the journey to and from school. It is here that you could begin to invite arguments about diversity being the ideal but emphasise that it does not always work out in society, which is why the Equality Act was passed in 2010.</p> <p>Introduce the nine protected characteristics on slide 15 and read the information to the students. Outline the nine characteristics from the diagram on slide 15, making sure that students understand all of the definitions of these words. If you need any support with this, refer to the Glossary provided in the learning materials for this scheme of work.</p> <p>Share slide 16 and explain that we will now be exploring different people's experiences in life and why the Equality Act being passed in 2010 was so important to them. It is important here to reiterate the words on the slide and ensure that students realise that it is not just about stopping discrimination and inequality at work, but also at school and in all areas of life.</p> <p>Before the next task, and if time allows, you may want to ask some extension questions about how students think the Equality Act protects them in school and in clubs or activities outside of school. For example, you may want to pose the following questions:</p> <ul style="list-style-type: none"> <li>● Have you noticed how equality is shown through school</li> </ul>

	<p>systems and policies?</p> <p>Remind students of the work they did using the school behaviour policy and review their learning from a previous scheme of work, namely 7.1. There are a wide range of answers that students could give here. All of their class groups will be carefully balanced so that races, ethnicities, genders (if a mixed school), etc. are as equal as possible. Your school may have specific activities or clubs about equality or may show it in other ways through various curriculum areas.</p> <ul style="list-style-type: none"> <li>• How do you think your sports club tries to demonstrate equality?</li> </ul> <p>They will not be discriminatory towards different races being members of the team, they will include everyone, etc.</p>
<p><b>Task 5</b></p> <p><i>(12 minutes)</i></p>	<p><b>How does it affect individuals?</b></p> <p><i>Slides 17 to 19</i></p> <p>Share slide 17 and give out a copy of the worksheet ‘Protected characteristics law’ to each student. There is a differentiated version on page 2 of the worksheet and an answer sheet for your own reference on page 3.</p> <p>Read slide 17 and make the instructions for the task clear. Share slide 18 and model the task by clicking the slide to show students the answer for the first characteristic, age. Modelling is important, especially in Year 7, because it clarifies expectations, reduces anxiety and scaffolds learning. It aids understanding, encourages independent problem-solving and boosts confidence by providing a clear starting point and example for completing the task successfully.</p> <p>Tell the students they have a time limit of five minutes to complete their chart and they can either do it by drawing lines with a ruler between the sections or by writing the corresponding letter and number in the characteristic box on the left-hand side of the worksheet. Walk around the room with your answer sheet to offer prompts and suggestions.</p> <p>Facilitate a short feedback session for two minutes and make sure that all students are correcting or adding to their worksheets. You could ask each pair to give feedback on one of the characteristics, asking a maximum of 32 students for their responses to encourage whole-class participation and improve their communication skills,</p>



	<p>which are paramount in Citizenship lessons.</p> <p>Share the answers on slide 19 and ask students to self-assess their work and add a mark out of 18 at the bottom, so that you can measure progress effectively.</p>
<p><b>Task 6</b></p> <p><i>(8 minutes)</i></p>	<p><b>Young people’s rights</b></p> <p><i>Slides 20 to 21</i></p> <p>Share slide 20 and outline to students that the Equality Act 2010 protects our rights in all parts of society, including school and home. Read the eight areas of life that it covers, accentuating that it covers lots of areas that affect young people like themselves.</p> <p>To extend this task if time allows, students could research the <a href="#">school section of the Equality Act 2010</a> and analyse its effectiveness. You may also want to research the legislation about the <a href="#">child employment</a> laws, especially those for under-16s. This will support students and make them aware of their rights if they get a job before they are 18 years old.</p> <p>Share slide 21 and make it clear to students that there are lots of international agreements (treaties) and laws that protect young people across the world. The three main laws that protect their rights are in the pictures: the Universal Declaration of Human Rights, the United Nations Convention on the Rights of the Child and the Equality Act 2010 work together to ensure that children’s rights are protected and respected.</p> <p>Pose the two questions on the slide, which link back to 7.1 and 7.2 in this scheme of work and will measure students’ progress from previous lessons. Ask students to discuss these questions in pairs for one minute each and then draw the class back together to discuss opinions and thoughts from different students. Develop the discussion and encourage whole-class participation using pause-pounce-bounce. The following responses may assist you in extending this discussion.</p> <ul style="list-style-type: none"> <li>● How are your rights as young people protected by the law? They are protected in many different ways: the Universal Declaration of Human Rights, the United Nations Convention on the Rights of the Child, the eight parts of the Equality Act and other international treaties and domestic laws and regulations.</li> <li>● Can you remember any of your rights? You may get a range of responses here, including the</li> </ul>

	<p>information that students have learned about the Equality Act. They may suggest the following rights from previous lessons: the right to life, education, healthcare, nationality, freedom of expression, protection from abuse and exploitation, privacy, family life, play and leisure, protection in times of war or disaster, safeguarding, clean environment, equal treatment, no discrimination, etc.</p>
<p><b>Task 7</b>  <i>(10 minutes)</i></p>	<p><b>Does it work?</b>  <i>Slide 22</i></p> <p>Explain to students that although the Equality Act has been law since 2010 and amended many times since, there are still individuals and groups in society that are not abiding by this law. It is important to make sure that students realise that just because something is made law or illegal, that does not mean that it stops occurring in society.</p> <p>Share slide 22 and ask for volunteers to read out each of the four scenarios, one at a time. After each situation, facilitate a short discussion about the situation. It would be recommended to be cautious when discussing these issues, due to the possible personal experiences of the students. You may want to pose the following questions when discussing the situations on the slide:</p> <ul style="list-style-type: none"> <li>● Why do you think this still happens, over a decade after the Equality Act 2010 was passed?</li> <li>● How do you think the Government should act in trying to stop these situations from occurring in society?</li> <li>● How do these pieces of evidence make you feel?</li> </ul> <p>Ask students the question on the slide and be careful to give both sides of the argument to students, reminding them of the scenarios they matched up earlier in this lesson for Task 5.</p>
<p><b>Plenary / reflection</b>  <i>(5 minutes)</i></p>	<p><b>Voting and review quiz</b>  <i>Slides 23 to 25</i></p> <p>Share slide 23 and explain to students that now both sides have been investigated (albeit in a small way, due to time constraints and the scope of this lesson), they will be voting on whether the Equality Act 2010 is successful in preventing discrimination against young people in society or not.</p> <p>Due to time constraints, you may want to conduct a silent vote with a hands-up approach. Or, if time allows, you may want to</p>

	<p>facilitate a short debate and then give students small pieces of paper to place in a ballot box as a secret ballot in the classroom, to give them a more realistic experience of real-life voting.</p> <p>Invite students to reflect on their learning in this lesson and how it has improved their knowledge and understanding of how the Equality Act 2010 affects us.</p> <p>Share slide 24 and target students to give answers to the quiz as a whole class. Alternatively, you could give out the worksheet ‘What have you learned today?’ and tell students they have one minute to complete the five questions on the worksheet.</p> <p>Share the answers on slide 25. Click the slide to reveal the answer one at a time. Ask one student to explain the answer to the class to cement their understanding. The answers are also on page 2 of the quiz worksheet.</p>
<p><b>Takeaway task</b></p>	<p><i>Slide 26</i></p> <p>Share slide 26 and ask students to write an article of at least 100 words for a social media blog explaining how the Equality Act 2010 affects young people in the UK today.</p>
<p><b>Additional teacher links &amp; resources</b></p>	<p>There are lots of resources that can assist in delivering this lesson, including specific information about the Equality Act 2010.</p> <p>You may find it helpful to look at further ACT resources to find out more about the legal system before you teach this lesson. <a href="#">ACT curriculum briefing: Justice, the legal system and international law</a> offers Citizenship teachers advice on key areas of subject content and approaches to teaching the national curriculum for Citizenship. This briefing is designed to provide a starting point for teachers as they build their subject knowledge.</p> <p>This research will give you further information about the Equality Act, which may help you in delivering this lesson:</p> <p><a href="#">Equality Act 2010 – legislation.gov.uk</a></p> <p><a href="#">The purpose of the Equality Act – Equality and Human Rights Commission</a></p> <p><a href="#">Discrimination and the Equality Act 2010 – Acas (the Advisory, Conciliation and Arbitration Service)</a></p> <p>Specific information about how the Equality Act and other legislation and international laws affect young people can be</p>

found here:

[An overview of child protection legislation in England – Commons Library](#)

[Restrictions on child employment – GOV.UK](#)

[Equality Act 2010: Advice for schools – GOV.UK](#)

[Universal Declaration of Human Rights – United Nations](#)

[UN Convention on the Rights of the Child – UNICEF](#)

[Children and the law – NSPCC](#)

[Laws protecting children’s rights – Children’s Rights Alliance for England](#)

There are videos on YouTube that will extend the learning outside the lesson or that students may enjoy as part of the lesson, including:

[Protected characteristics – Equality and Human Rights Commission](#)

# What can you remember?

Complete the quiz by circling the correct answers.

1. When was the Equality Act passed?

2000

2010

2020

2. How many characteristics does the Equality Act protect?

7

8

9

3. How many pieces of legislation went into the Act?

Over 112

Over 116

Over 120

4. Who does the Equality Act affect?

Everyone

Young people

Older people

5. What is the practice of including people from different countries, races and religions etc. called?

Seperation

Inequality

Diversity

# What can you remember?

Complete the quiz by circling the correct answers.

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2010

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Over 116

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Diversity

# Review your learning

1. Complete the table by asking your classmates what they researched for their takeaway task from last lesson.

New law or law change	Issue it tries to solve	What impact does (or will) it have?
1.		
2.		
3.		

2. What are the six main reasons why laws change over time? Fill in the chart below with the six answers.

1.	2.	3.
4.	5.	6.

3. What are six methods that are used to communicate new laws to the public? Fill in the chart with the six answers.

1.	2.	3.
4.	5.	6.

# Review your learning **ANSWERS**

1. Complete the table by asking your classmates what they researched for their takeaway task from last lesson.

New law or law change	Issue it tries to solve	What impact does (or will) it have?
1. Student research will dictate this section from their Takeaway Task from Lesson 4.		
2.		
3.		

2. What are the six main reasons why laws change over time? Fill in the chart below with the six answers.

1. Social values and attitudes	2. Changes in society	3. Developments in technology
4. Community protection	5. Protection of rights	6. Emergency situations

3. What are six methods that are used to communicate new laws to the public? Fill in the chart with the six answers.

1. Internet - legislation.gov.uk	2. News stories	3. Social media
4. Newspapers	5. Schools	6. Community groups



# The Equality Act 2010 Video

1. What are five of the protected characteristics under the Equality Act 2010?

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2. Give examples of places where the Equality Act protects individuals from discrimination, harassment, and victimisation.

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3. Explain the difference between direct discrimination and indirect discrimination.

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4. Define what harassment means under the Equality Act 2010.

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5. How does victimisation relate to making a complaint of discrimination?

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# The Equality Act 2010 Video

## ANSWERS

1. Age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation  
<00:00:13 - 00:00:36>
2. Work, school, housing, transportation, services like restaurants or hospitals, clubs, associations, public bodies <00:00:45 - 00:00:59>
3. Direct discrimination is treating one person worse than another due to a protected characteristic, while indirect discrimination affects people who share a protected characteristic through policies/rules that apply to everyone. <00:01:08 - 00:01:47>
4. Harassment involves unwanted behaviour related to a protected characteristic that violates dignity or creates a hostile environment.  
<00:01:47 - 00:02:00>
5. Victimisation means being unfairly treated for making a discrimination complaint, like being dismissed from your job for reporting sexual harassment. <00:02:21 - 00:02:42>

# Protected characteristics law

## Age

1. Edward, 33 suffered victimisation at work because they thought he would have less time to focus on work now he has committed himself to his partner.

A. "I only wanted a chance, there are grants to improve buildings for people like me but I got an interview and they saw I could do the job."

## Disability

2. Hayley did not get the job for a plumber despite being qualified. She was told at the interview that they didn't think she'd be as strong as a man to use the tools.

B. "I wanted to spend time with my baby. I'm relieved this law exists and I was able to stand up for my rights!"

## Gender Reassignment

3. Sandy, 57 was sacked from her job as a Receptionist because they thought she was too old to represent the company.

C. "I was pleased because eventually the school followed the procedures and law by excluding the students who had been bullying me."

## Marriage or Civil Partnership

4. Raquel, 36 was not allowed to serve customers after her operation and was made to do admin work in the back of the shop.

D. "I won the right to keep playing when I challenged the Manager in court with the Equality Act which protected my rights."

## Pregnancy and maternity

5. Johnny was told to leave the football team when the Manager found out he was gay. He said he was not welcome to come to training anymore and asked him to leave the club.

E. "My employer got charged with not providing an equal workplace and I was able to work at the front again."

## Race

6. Rhiannon, 15 kept being stopped and searched by the police on the way to school making her constantly late. After ten times she made a complaint."

F. "I quoted the Equality Act to them and they realised they were pre-judging me and gave me the job. I used the law to gain equal rights."

## Religion or belief

7. Kevin, 23 was not given an interview for a job he was qualified for because he was in a wheelchair and the company did not want to adjust the workplace for him.

G. "My employees were punished under this law for treating him unfairly; he still had plenty of time to do his job."

## Sex

8. Jagpreet, 12 was being bullied at his school for being the only Sikh child. No one understood his religion and had been picking on him for 2 years for being different.

H. "I felt like finally I wasn't being treated differently. I got my job back as I can do the same things I could 20 years ago."

## Sexual orientation

9. Emma, 27 had been on leave for 2 months and was told she had to go back to work early because they were short-staffed otherwise she would lose her job.

I. "I was told the policewoman was punished and suspended from her job for not following this Act which was a good result because it was unfair."

# Protected characteristics law

**Age** 3.H.

**Disability**

**Gender Reassignment**

**Marriage or Civil Partnership**

**Pregnancy and maternity**

**Race**

**Religion or belief**

**Sex**

**Sexual orientation**

1. Edward, 33 suffered victimisation at work because they thought he would have less time to focus on work now he has committed himself to his partner.

2. Hayley did not get the job for a plumber despite being qualified. She was told at the interview that they didn't think she'd be as strong as a man to use the tools.

3. Sandy, 57 was sacked from her job as a Receptionist because they thought she was too old to represent the company.

4. Raquel, 36 was not allowed to serve customers after her operation and was made to do admin work in the back of the shop.

5. Johnny was told to leave the football team when the Manager found out he was gay. He said he was not welcome to come to training anymore and asked him to leave the club.

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9. Emma, 27 had been on leave for 2 months and was told she had to go back to work early because they were short-staffed otherwise she would lose her job.

A. "I only wanted a chance, there are grants to improve buildings for people like me but I got an interview and they saw I could do the job."

B. "I wanted to spend time with my baby. I'm relieved this law exists and I was able to stand up for my rights!"

C. "I was pleased because eventually the school followed the procedures and law by excluding the students who had been bullying me."

D. "I won the right to keep playing when I challenged the Manager in court with the Equality Act which protected my rights."

E. "My employer got charged with not providing an equal workplace and I was able to work at the front again."

F. "I quoted the Equality Act to them and they realised they were pre-judging me and gave me the job. I used the law to gain equal rights."

G. "My employees were punished under this law for treating him unfairly; he still had plenty of time to do his job."

H. "I felt like finally I wasn't being treated differently. I got my job back as I can do the same things I could 20 years ago."

I. "I was told the policewoman was punished and suspended from her job for not following this Act which was a good result because it was unfair."

# Protected characteristics law **ANSWERS**

**Age**  
**3. H.**

3. Sandy, 57 was sacked from her job as a Receptionist because they thought she was too old to represent the company.

H. "I felt like finally I wasn't being treated differently. I got my job back as I can do the same things I could 20 years ago."

**Disability**  
**7. A.**

7. Kevin, 23 was not given an interview for a job he was qualified for because he was in a wheelchair and the company did not want to adjust the workplace for him.

A. "I only wanted a chance, there are grants to improve buildings for people like me but I got an interview and they saw I could do the job."

**Gender Reassignment**  
**4. E.**

4. Raquel, 36 was not allowed to serve customers after her operation and was made to do admin work in the back of the shop.

E. "My employer got charged with not providing an equal workplace and I was able to work at the front again."

**Marriage or Civil Partnership** **1. G.**

1. Edward, 33 suffered victimisation at work because they thought he would have less time to focus on work now he has committed himself to his partner.

G. "My employees were punished under this law for treating him unfairly; he still had plenty of time to do his job."

**Pregnancy and maternity** **9. B.**

9. Emma, 27 had been on leave for 2 months and was told she had to go back to work early because they were short-staffed otherwise she would lose her job.

B. "I wanted to spend time with my baby. I'm relieved this law exists and I was able to stand up for my rights!"

**Race**  
**6. I.**

6. Rhiannon, 15 kept being stopped and searched by the police on the way to school making her constantly late. After ten times she made a complaint."

I. "I was told the policewoman was punished and suspended from her job for not following this Act which was a good result because it was unfair."

**Religion or belief**  
**8. C.**

8. Jagpreet, 12 was being bullied at his school for being the only Sikh child. No one understood his religion and had been picking on him for 2 years for being different.

C. "I was pleased because eventually the school followed the procedures and law by excluding the students who had been bullying me."

**Sex**  
**2. F.**

2. Hayley did not get the job for a plumber despite being qualified. She was told at the interview that they didn't think she'd be as strong as a man to use the tools.

F. "I quoted the Equality Act to them and they realised they were pre-judging me and gave me the job. I used the law to gain equal rights."

**Sexual orientation**  
**5. D.**

5. Johnny was told to leave the football team when the Manager found out he was gay. He said he was not welcome to come to training anymore and asked him to leave the club.

D. "I won the right to keep playing when I challenged the Manager in court with the Equality Act which protected my rights."