

# LANE GREEN FIRST SCHOOL

SMSC, BRITISH VALUES AND  
SAFEGUARDING CURRICULUM

2021 - 2022





Pupil safeguarding and the promotion of fundamental British values are a core business of our work at Lane Green First School. Great importance is placed on identifying opportunities in the taught curriculum for children to learn about safeguarding. Our broad curriculum gives pupils opportunities to experience life in all its diversity, to acquire knowledge, understanding and skills that significantly impact on personal development, behaviour and welfare and equips every child with the knowledge and skills required for personal safeguarding. Our PSE curriculum covers all areas of Safeguarding through each of the strands to a different degree, however some go into more detail. We are sensitive in our teaching and recognise that some more sensitive subjects need to be taught at an age appropriate level, or at a small group or 1:1 level where a more urgent need arises.

We plan to constantly challenge children to think deeply about safeguarding matters and their own personal physical and mental wellbeing. We value pupils' questions and give them space for their own thoughts, ideas and concerns. We give them opportunities across the curriculum to explore values, personal rights, responsibilities and equal opportunities that develop moral concepts that impact positively on safeguarding, promote British values and prevent radicalisation and extremism.



There are many opportunities throughout our Learning in school to explore safeguarding issues.

- **Practical safeguarding opportunities are planned into the curriculum. For example:**
- Road and rail safety (including out of school visits, work with police officers in the community)
- Poolside and water safety through swimming lessons
- Fire awareness (including visits from the local fire service)
- Visits to school from medical staff
- Visitors from charities such as NSPCC, the dogs trust to do focused projects
- Work from local voluntary sector services particularly around safe transition to Secondary school
- Online safety quizzes and training
- Our Forest School Programme which incorporates "Stranger Danger", being safe in the outdoors, what to do if??
- What to do if you are separated from your group (in relation to school visits)
- Safe use of technology including password security and privacy settings

We have developed an open and safe learning environment in which pupils express their views, seek help and help others. The promotion of equality of opportunity and diversity, for pupils and staff, helps prevent any form of direct or indirect discriminatory behaviour. Our children learn to not tolerate any prejudiced behaviour. Our behaviour policy promotes making good choices and exhibiting good learning behaviours.

Class times are time for sharing ideas, addressing concerns and promoting important values.

Assembly time and circle times are used to promote personal safeguarding matters and explore themes. For example, we talk about anti-bullying including cyber bullying and British values including how these values are promoted in our multi-faith society.

Staff and children are quick to challenge stereotypes and the use of derogatory language in lessons and around school. Our school reflects the diversity of pupils' experiences and provides pupils with a comprehensive understanding of people and communities beyond their immediate experience including the role of women in society and different family groups including same sex couples. Throughout the curriculum there are planned opportunities to promote all forms of equality and foster greater understanding of and respect for people of all faiths (and those with no faith), races, genders, ages, disability and sexual orientations, through their words, actions and in their influence. Opportunities are created in a variety of subjects to address areas of safeguarding, for example, themes are highlighted through novels in English lessons.

Time is taken at the beginning of every new school year to reaffirm school values, expectations and rules for living and learning at Lane Green First School. This good start to the year, with everyone clear about their roles and responsibilities, sets the tone for the rest of the year and leads to excellent safeguarding outcomes.

Please see our overview of safeguarding opportunities in our curriculum below.



# EYFS

## LANE GREEN SMSC AND BRITISH VALUES CURRICULUM 2021-22

### EYFS Cycle 1 (2021-2022)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
T O P I C	<b>Marvellous Me</b>	<b>Snap, Crackle, Pop</b>	<b>Roar</b>	<b>On the Move</b>	<b>Once Upon A Time</b>	<b>A Bug's Life</b>
	<p>Learning about ourselves. Sharing positive similarities and differences. Investigating where we live. Learning new classroom rules and routines.</p> <p>SMSC:1a,1b, 1c, 2b, 2c, 3c BV:1, 2</p>	<p>Exploring seasonal changes. Investigating festivals of light including Christmas.</p> <p>SMSC:1a, 1b, 1d, 3a, 4e BV 4</p>	<p>Investigating Polar regions. Exploring the effects of pollution. Celebrating the Luna New Year. Investigating African animals and experiencing what life might be living in an African country using the story Handa's Surprise.</p> <p>SMSC: 3b, 4b BV 5</p>	<p>Investigating transport from the past and present. Learning about Amelia Earhart. Visit from the Police and exploring emergency vehicles.</p> <p>SMSC: 2a, 2b BV: 2, 3</p>	<p>Reading and sharing a range of traditional tales. Exploring alternative versions and retell own stories. Recognising The Queen's Jubilee. Exploring key London landmark including The Houses of Parliament.</p> <p>SMSC:1c, 1d, 4a, 4c, 4d BV 6</p>	<p>Investigating seasonal changes. Exploring habitats. Identifying how to preserve and promote wildlife in our school grounds and environment. Visiting the local nature reserve at Jubilee Woods. Understanding life cycles.</p> <p>SMSC:1c, 1d, 2c, BV:5</p>



# LANE GREEN SMSC AND BRITISH VALUES CURRICULUM 2021-22

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Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Key Stage 1</b>					
<p>Great fire of London Children explore Examining the causes for the Great fire of London and the social and political changes as a result of it. Children design their own period housing and reflect upon their work and practice. SMSC: 1B,1C,4C BV.1, BV.2</p>	<p>Polar Regions Exploring the effects of pollution through discussion and reading and looking at David Attenborough's Blue Planet. SMSC: 1b, 2b, 2c, 4e BV.2</p>	<p>Victorians Examines the development of Victorian Britain, promoting discussion of the moral issues surrounding the use of child workers in mines, factories etc. Promotes discussion around how the Child Labour Laws were introduced to protect children's rights. Children explore famous Victorian Britons, developing an appreciation of British culture. SMSC: 2a, 2c, 3a BV.1, BV.2</p>	<p>Australia Exploring cultures of a different country. Children experience another culture by exploring music and art. Discussion on finding ways to live together in mutual tolerance and respect. SMSC: 1a, 2a, 3c, 4a, 4e</p>	<p>Who was the first man on the moon? Exploring and examining the Space Race and Moon landings and how it shaped a key period in modern history and technological development. SMSC: 1b,1c, 2c, 4a,</p>	<p>Coastal study Find out about seaside towns in each of the four countries of the UK and study the history of the seaside holiday. Learn about the coming of the railways and the start of the seaside holiday. Study the life in rock pools and coastal environments. SMSC: 1c,2a,4a,4b,4d,4e BV.1, BV.2,</p>
<b>Key Stage 2</b>					
<p>King Tutankhamen Learning about the history of another culture. Children will learn about the difference in Rule of Law and spiritual beliefs. Children also have the opportunity to learn about modern Egypt and its heritage SMSC:1a,1b,1c,2c, 4a,4d,4e BV.4, BV.5</p>	<p>Polar regions Exploring the effects of pollution through discussion and looking at David Attenborough's Blue Planet. SMSC: 1b, 2b, 2c, 4e BV.2</p>	<p>Anglo Saxon The religious practises of Anglo Saxon people are studied and their spiritual lives compared to current practises. Children investigate how the rule of law has developed since Anglo Saxon times. SMSC: 1a, 3c, 4a BV.1, BV.2</p>	<p>Italy Exploring cultures of a different country. Children experience another culture by exploring music and art. Discussion on finding ways to live together in mutual tolerance and respect. SMSC: 1a, 2a, 3c, 4a, 4e</p>	<p>1960s Exploring the development of equal rights through the study of Martin Luther King. Changes in society, culture and lifestyle, comparing to their own time period. SMSC: 1b, 1c,2a, 4a BV: 1,2,6</p>	<p>Environmental change- local study A local history topic, exploring the industry of Wolverhampton through time. Promotes an understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain through an exploration of how culturally diverse Wolverhampton has been through the ages. SMSC: 1b, 1c,2a, 3b,4b BV.1</p>



## **Appendix 1 – Defining ‘spiritual, moral, social and cultural’ (SMSC) development:**

### **1. The spiritual development of pupils is shown by their:**

- a) ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people’s faiths, feelings and values (SMSC 1a);
- b) sense of enjoyment and fascination in learning about themselves, others and the world around them (SMSC 1b);
- c) use of imagination and creativity in their learning (SMSC 1c);
- d) willingness to reflect on their experiences (SMSC 1d).

### **2. The moral development of pupils is shown by their:**

- a) ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England (SMSC 2a);
- b) understanding of the consequences of their behaviour and actions (SMSC 2b);
- c) interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues (SMSC 2c).

### **3. The social development of pupils is shown by their:**

- a) use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds (SMSC 3a);
- b) willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively (SMSC 3b);
- c) acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain (SMSC 3c).

#### **4. The cultural development of pupils is shown by their:**

- a) understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others (SMSC 4a);
- b) understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain (SMSC 4b);
- c) knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain (SMSC 4c);
- d) willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities (SMSC 4d);
- e) interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities (SMSC 4e).

#### **Appendix 2 – Defining 'British Values':**

Pupils' understanding of British Values can be judged by:

- The development of their understanding of how citizens can influence decision-making through the democratic process (BV.1).
- An appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety (BV.2).
- An understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence (BV.3).
- Nurturing an understanding that the freedom to choose and hold other faiths and beliefs is protected in law (BV.4).
- Promoting an acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour (BV.5).
- Having an understanding of the importance of identifying and combatting discrimination (BV.6)

## Entrust Primary PSHE education scheme of work

### Mapping against Government guidance for Relationships Education, Relationships and Sex Education and Health Education published in June 2019

The following document shows how the Entrust PSHE education scheme of work fulfils the statutory curriculum for Relationships Education and Health Education. The reference coding has been devised by Entrust and is included at the beginning of each teaching unit.

A letter and coloured key show the unit and year group each strand appears in. Where areas are not covered, guidance is given as to where else in the curriculum this might be included e.g. computing.

#### Key

	Scheme of Work unit
<b>H</b>	Happy and Healthy Me
<b>R</b>	Me and My Relationships
<b>S</b>	Me and My Safety
<b>P</b>	Me and Other People
<b>Sc</b>	Me and My School
<b>W</b>	Me in the World

# Primary relationships

		Year Groups					
Ref	Pupils should know	1	2	3	4	5	6
<b>R1 Families and people who care for me</b>							
R1.1	that families are important for children growing up because they can give love, security and stability	R		R		R	
R1.2	the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives	R		R		R	
R1.3	that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care for them	R	P	R		R	
R1.4	that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up	R		R		R	
R1.5	that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong					R	
R1.6	how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed		R			R	
<b>R2 Caring friendships</b>							
R2.1	how important friendships are in making us feel happy and secure, and how people choose and make friends	R				R	
R2.2	the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties	R	R	R		R	
R2.3	that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded	P	R			R	
R2.4	that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right			R		R	
R2.5	how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed		R			R	
<b>R3 Respectful relationships</b>							
R3.1	the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs	R	R	P	P	P	
R3.2	practical steps they can take in a range of different contexts to improve or support respectful relationships	Sc	R		Sc		R
R3.3	the conventions of courtesy and manners	Sc	R		P		
R3.4	the importance of self-respect and how this links to their own happiness	R		Sc			
R3.5	that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority	Sc	P	P Sc	P	P	
R3.6	about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help	P	R				R
R3.7	what a stereotype is, and how stereotypes can be unfair, negative or destructive		P		P	R	R P
R3.8	the importance of permission-seeking and giving in relationships with friends, peers and adults		R	S			

<b>R4 Online relationships</b>		Support can be found in “Education in the Connected World” document and from the Entrust Link2ICT team
R4.1	that people sometimes behave differently online, including by pretending to be someone they are not	
R4.2	that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.	
R4.3	the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.	
R4.4	how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.	
R4.5	how information and data is shared and used online	

<b>R5 Being safe</b>							
R5.1	what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).			S			
R5.2	about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe		S	S		S	
R5.3	that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.	H		S	R		
R5.4	how to respond safely and appropriately to adults they may encounter (in all contexts) who they do not know					S	
R5.5	how to recognise and report feelings of being unsafe or feeling bad about any adult		S	S	R	S	
R5.6	how to ask for advice or help for self and for others, and to keep trying until they are heard, including having the vocabulary and confidence to report concerns or abuse.		S	S	R	S	S
R5.7	how to report concerns or abuse, and the vocabulary and confidence to do so		S	S	R		
R5.8	where to get advice from e.g. family, school and/or other sources		R	S		S	
			S	S		S	

# Primary Health Education

		Year Groups					
Ref	Pupils should know	1	2	3	4	5	6
<b>H1 Mental wellbeing</b>							
H1.1	that mental wellbeing is a normal part of daily life, in the same way as physical health	H			R	H	H
H1.2	that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations	H	Sc		R		R
H1.3	how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.	H	Sc		R	H	R
H1.4	how to judge whether what they are feeling and how they are behaving is appropriate and proportionate		Sc		R		
H1.5	the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness		H			H	H
H1.6	simple self-care techniques, including the impact of relaxation, time spent with friends and family and the benefits of hobbies and interests	H	H			H	
H1.7	isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support		R		R		
H1.8	that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing		R				R
H1.9	where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).		R		S	S	S
H1.10	it is common for people to experience mental ill health. For many people who do, the problems can resolve if the right support is made available and accessed, especially if they access support as early as possible					H	
<b>H2 Internet safety and harms</b>							
H2.1	that for most people the internet is an integral part of life and has many benefits	Support can be found in "Education in the Connected World" document and from the Entrust Link2ICT team					
H2.2	about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing						
H2.3	how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private						
H2.4	why social media, some computer games and online gaming, for example, are age restricted						
H2.5	that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health						

H2.6	how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted						
H2.7	where and how to report concerns and get support with issues online						
<b>H3 Physical Health and Fitness</b>							
H3.1	the characteristics and mental and physical benefits of an active lifestyle	H			H	H	H
H3.2	the importance of building regular exercise into daily and weekly routines and how to achieve this, for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.	H	H		H	H	H
H3.3	the risks associated with an inactive lifestyle (including obesity).					H	
H3.4	how and when to seek support including which adults to speak to in school if they are worried about their health	H					H
<b>H4 Healthy eating</b>							
H4.1	what constitutes a healthy diet (including understanding calories, and nutritional content).	H	H	H			
H4.2	the principles of planning and preparing a range of healthy meals	H	H	H			
H4.3	the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)	H		H		H	H
<b>H5 Drugs, alcohol and tobacco</b>							
H5.1	the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking	S		S	H		S
<b>H6 Health and prevention</b>							
H6.1	how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.				H		H
H6.2	about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer						
H6.3	the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn		H				H
H6.4	about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups to the dentist		H			H	
H6.5	about personal hygiene and germs including bacteria, viruses, how they are spread and treated and the importance of handwashing				H	H	
H6.6	the facts and science relating to allergies, immunisation and vaccination		H		H		
<b>H7 Basic first aid</b>							
H7.1	know how to make a clear and efficient call to emergency services if necessary		S				S
H7.2	concepts of basic first-aid, for example dealing with common injuries, including head injuries	S	H				S
<b>H8 Changing adolescent body</b>							
H8.1	key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes	H	H	H	H	H	H
H8.2	about menstrual wellbeing including the key facts about the menstrual cycle					H	H

