



How is safeguarding, equality and diversity taught in English lessons at Lodge Farm?

<u>Year Group</u>	<u>Safeguarding elements taught</u>
Nursery	Texts which are used for English and the class reader provide pupils with opportunities to discuss safeguarding at an age-appropriate level e.g. Kindness Makes Us Strong and Which Food Will You Choose?
Reception	Texts which are used for English and the class reader provide pupils with opportunities to discuss safeguarding at an age-appropriate level e.g 'The Body Book' and 'The Colour Monster'.
Years 1 - 6	Texts which are used for English, guided reading and the class reader provide pupils with opportunities to discuss safeguarding at an age-appropriate level.
1	<p><u>English unit:</u> 'Voices in the Park' by Anthony Browne in which positive and negative relationships are explored alongside where to get support from.</p> <p><u>English unit:</u> 'Plenty of Love to go Around' in which feelings of jealousy are explored regarding a new family member e.g. new sibling.</p>
2	<p><u>English unit:</u> 'Scaredy Squirrel Makes a Friend' OR 'How to Make Friends with a Ghost' by Rebecca Green by Melanie Watt in which positive relationships are explored alongside strategies for making new friends safely.</p> <p><u>English unit:</u> 'Augustus and his Smile' early discussions around emotions, low mood and strategies to support this.</p>
3	<p><u>English unit:</u> 'Mini Rabbit Not Lost' by John Bond. Discussions about what to do if one becomes lost including strategies such as a safe stranger etc.</p> <p><u>English unit:</u> 'War and Peas'. Discussions about war and its impact on the lives of others alongside early discussions of democracy.</p>
4	<u>English unit:</u> 'The King Who Banned the Dark' by Emily Haworth-Booth. Discussions regarding the importance of democracy and freedom of speech.
5	<p><u>English unit:</u> 'The Lonely Planet Explorers Guide' in which pupils explore a range of strategies for staying safe outside.</p> <p><u>English unit:</u> 'The Promise' explores the importance of looking after Earth as well as discussing some challenging ideas such as theft in a busy city and how help could be sought safely.</p>
6	<u>English unit:</u> 'Children of the King' by Sonya Hartnett in which complex issues of safety during evacuation are discussed alongside discussions of strangers and the importance of positive relationships which make us feel safe and what



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	<p>to do if we do not feel safe. Discussions around the importance of peace and the impact war has on lives and safety.</p> <p><u>English unit:</u> 'The Match Stick Girl'. Discussions about homelessness and where children and adults can seek support from for either themselves or others.</p>
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<u>Year Group</u>	<u>Equality and diversity elements taught</u>
<u>All Year groups</u>	Access to book from the diversity and inclusion spine which feature characters that are traditionally under-represented in children's books including but not limited to: BAME main characters, physical disabilities, cultural diversity, neurodiversity, different types of family, visual impairment and hearing loss, medical conditions and real-life heroes spanning all of the above.
Nursery	Texts which are used for English, the class reader and the reading spine feature characters that are traditionally under-represented in children's books e.g. 'Lulu's First Day'.
Reception	Texts which are used for English, the class reader and the reading spine feature characters that are traditionally under-represented in children's books e.g. Walking with my Iguana.
1	Texts which are used for English, guided reading, the class reader and the reading spine feature characters that are traditionally under-represented in children's books e.g.' Look Up' and the English unit 'Mr Big' in which pupils are taught not to judge others by their appearance.
2	Texts which are used for English, guided reading, the class reader and the reading spine feature characters that are traditionally under-represented in children's books e.g. 'Milo Imagines the World' and the English unit using the text 'Last Stop on Market Street'.
3	Texts which are used for English, guided reading, the class reader and the reading spine feature characters that are traditionally under-represented in children's books e.g. 'Me and Mr P' and the English unit 'Atlas of Adventures'
4	Texts which are used for English, guided reading, the class reader and the reading spine feature characters that are traditionally under-represented in



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	children's books e.g. 'The Boy at the Back of the Class' and the English unit 'Leon and the Place Between'.
5	Texts which are used for English, guided reading, the class reader and the reading spine feature characters that are traditionally under-represented in children's books e.g. 'Young Gifted and Black' and the English units 'Cloud Tea Monkeys' and 'Boy in the Tower'.
6	Texts which are used for English, guided reading, the class reader and the reading spine feature characters that are traditionally under-represented in children's books e.g. 'Show Us Who You Are' and The English Units: 'The Wisp' and 'In Search of Safety: Children and the Refugee Crisis in Europe – A Teaching Resource by UNICEF United Kingdom'