**Primary 5-11 / Primary Early Years 3-7 Curriculum Map Safeguarding, Prevent and Fundamental British Values**

***Post Graduate Programme***

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| **University Curriculum** | | | | | |
| **Session Sequence** | **Session Content Subject Specific Components/s** | **Learn That**  **(CCF reference in numerics e.g. 1.1)** | **Learn How**  **(CCF reference bullets alphabetically e.g. 1c)** | **Links to Research and Reading** | **Formative Assessment mode** |
| **Session 1**  **1 x lecture**  Session 2 – 1x 2 hour seminar  Online lecture 1 hour | Knowing who to contact with any safeguarding concerns and having a clear understanding of what sorts of behaviour, disclosures and incidents to report. Ensuring trainees are fully aware of their duties in respect of safeguarding and equalities legislation.  Every school should have a designated safeguarding lead who will provide support to staff to carry out their safeguarding duties and who will liaise closely with other services such as children’s social care  School staff are an important part of the wider safeguarding system for children and that safeguarding and promoting the welfare of children is everyone’s responsibility  Schools have systems which support safeguarding in the form of policies such as Safeguarding Policy, Child Protection Policy, Staff Behaviour Policy (Code of Conduct)  School staff are an important part of the wider safeguarding system for children and that safeguarding and promoting the welfare of children is everyone’s responsibility  A predictable and secure environment benefits all pupils  What to do if a child tells them he/she is being abused or neglected.  Demonstrate professional conduct (such as social conduct outside school, dress and appearance, physical contact, one to one situations, photography, videos, images)  That adverse childhood honour-based abuse is a safeguarding issue and there is a legal duty on teachers to report female genital mutilation to thepolice. experiences can affect a child’s ability to learn and make progress  Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE) are forms of abuse  Safeguarding concerns within the local area in addition to county lines, sexual harassment and child-on-child abuse  Identify some indicators of child abuse and neglect  Recognise some of the symptoms of any adverse childhood experiences such as attendance, changes in behaviour.  With the support from a professional, raise children’s awareness of the different types of abuse using a range of classroom activities.  Examples of poor practice from research and serious case reviews that have shown the dangers of failing to take effective action.  Understand the importance of promoting Fundamental British Values. | LT8,7, LT8,8  LT8,7, LT8,8  LT8,7, LT8,8 | 4.2  4.2  4.2 | DfE, 2023. *Keeping children safe in education.* Statutory guidance for schools and colleges. London: DfE  OfSTED, 2021. Research and analysis. Review of sexual abuse in schools and colleges.  NSPCC, 2020. How safe are our children? The most comprehensive overview of child protection in the UK 2020. NSPCC online. | Online module assessment through Blackburn and Darwin (4 hours) and Online Prevent training  Online training to be tracked by the PAT and certificates uploaded to drop boxes |
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| **School Based Curriculum – Introductory Phase** | | | | |
| **Observing :** To observe expert colleagues on how to create a predictable and secure learning environment that will benefit all pupils. School staff are an important part of the wider safeguarding system for children and that safeguarding and promoting the welfare of children is everyone’s responsibility  **Planning :** To be able to plan for and create a secure learning environment  **Teaching :** To know schools have systems which support safeguarding in the form of policies such as Safeguarding Policy, Child Protection Policy, Staff Behaviour Policy (Code of Conduct)  **Subject Knowledge :** Knowing who to contact with any safeguarding concerns and having a clear understanding of what sorts of behaviour, disclosures and incidents to report. Assessment: To know who the DSL is for school and how to follow school safeguarding procedures. That the Keeping Children Safe in Education 2023 Document is statutory guidance for all teachers/school/college staff | | | | |
| **Subject Specific Components/s (know, understand, can do)** | **Learn That**  **(CCF reference in numerics e.g. 1.1)** | **Learn How**  **(CCF reference bullets alphabetically e.g. 1c)** | **Links to Research and Reading** | **Formative Assessment** |
| Knowing who to contact with any safeguarding concerns and having a clear understanding of what sorts of behaviour, disclosures and incidents to report.  To know their duties in respect of safeguarding and equalities legislation  To understand that promoting the welfare of children is everyone’s responsibility | LT8,7, LT8,8 | 4.2 | DfE, 2023. *Keeping children safe in education.* Statutory guidance for schools and colleges. London: DfE  OfSTED, 2021. Research and analysis. Review of sexual abuse in schools and colleges.  NSPCC, 2020. How safe are our children? The most comprehensive overview of child protection in the UK 2020. NSPCC online. | Weekly Development Summary  Link Tutor |

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| **School Based Curriculum – Development Phase** | | | | |
| **Observing :** Observe how expert colleagues plan for learning for children impacted by ACEs  **Planning : Plan and create a positive learning environment**    **Teaching :** To know schools have systems which support safeguarding in the form of policies such as Safeguarding Policy, Child Protection Policy, Staff Behaviour Policy (Code of Conduct)    **Subject Knowledge :** Knowing who to contact with any safeguarding concerns and having a clear understanding of what sorts of behaviour, disclosures and incidents to report. Assessment: To know who the DSL is for school and how to follow school safeguarding procedures. That the Keeping Children Safe in Education 2023 Document is statutory guidance for all teachers/school/college staff | | | | |
| **Subject Specific Components/s (know, understand, can do)** | **Learn That**  **(CCF reference in numerics e.g. 1.1)** | **Learn How**  **(CCF reference bullets alphabetically e.g. 1c)** | **Links to Research and Reading** | **Formative Assessment** |
| Knowing who to contact with any safeguarding concerns and having a clear understanding of what sorts of behaviour, disclosures and incidents to report.  Ensuring trainees are fully aware of their duties in respect of safeguarding and equalities legislation. | LT8,7, LT8,8 | 4.2 | DfE, 2023. *Keeping children safe in education.* Statutory guidance for schools and colleges. London: DfE  OfSTED, 2021. Research and analysis. Review of sexual abuse in schools and colleges.  NSPCC, 2020. How safe are our children? The most comprehensive overview of child protection in the UK 2020. NSPCC online. | Reflection onPP. Who is the designated safeguarding lead? Reflection on key points from the school safeguarding policy.  Find out accurate record keeping in school and document in PP folder. Where do you make a log of a concern? |

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| **School Based Curriculum – Consolidation Phase** | | | | |
| **Observing:**  Observe how expert colleagues follow procedures for safeguarding and working with other agencies.  **Planning:**  **Teaching:** To know schools have systems which support safeguarding in the form of policies such as Safeguarding Policy, Child Protection Policy, Staff Behaviour Policy (Code of Conduct)  **Assessment:**  Where do you log a concern?  **Subject Knowledge:**  Knowing who to contact with any safeguarding concerns and having a clear understanding of what sorts of behaviour, disclosures and incidents to report. | | | | |
| **Subject Specific Components/s (know, understand, can do)** | **Learn That**  **(CCF reference in numerics e.g. 1.1)** | **Learn How**  **(CCF reference bullets alphabetically e.g. 1c)** | **Links to Research and Reading** | **Formative Assessment** |
| Knowing who to contact with any safeguarding concerns and having a clear understanding of what sorts of behaviour, disclosures and incidents to report.  Ensuring trainees are fully aware of their duties in respect of safeguarding and equalities legislation.  That teachers may be required to support other agencies and professionals in child protection.  Information sharing is essential for the identification of patterns of behaviour.  The importance of accurate record keeping, listening to the views of the child, sharing information in a timely manner.  Respond to a child’s disclosure without asking leading questions  Record responses, observations and concerns accurately | LT8,7, LT8,8 | 4.2 | DfE, 2023. *Keeping children safe in education.* Statutory guidance for schools and colleges. London: DfE  OfSTED, 2021. Research and analysis. Review of sexual abuse in schools and colleges.  NSPCC, 2020. How safe are our children? The most comprehensive overview of child protection in the UK 2020. NSPCC online. | Reflection onPP. Who is the designated safeguarding lead? Reflection on key points from the school safeguarding policy.  Find out accurate record keeping in school and document in PP folder. Where do you make a log of a concern? |