**Primary Early Years 3-7 Curriculum Map Equality, Diversity and Inclusion**

***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 (SA)**  **Session 2**  **(AC)**  **Session 3**  **(JS)**  **Session 4**  **(VJ)**  **Session 5**  **(KS)**  **Session 6**  **(KS)**  **Session 7**  **(??)**  **Session 8**  **(Guest Speaker)**  **Session 9**  **(Guest Speaker)** | **Anti-racist practice/English as an additional language/Celebration of culture.**  To understand second language acquisition.    To understand what communication and language development looks like for EAL children and its impact on Personal, Social and Emotional well -being.    To understand what anti racist practice is and begin to develop confidence in talking to young children about race.    To understand the research underpinning support for EAL learners.    To have some practical strategies to use with EAL as a monolingual practitioner.  **Safeguarding and PREVENT.**  To understand the statutory guidance on inter-agency working to safeguard and promote the welfare of children.  To understand that a child-centred approach is fundamental to safeguarding and promoting the welfare of every child.  To understand that safeguarding is everyone’s responsibility.  To understand that PREVENT sits alongside the safeguarding duties to help protect people from a range of other harms such as substance abuse, involvement with gangs, radicalisation, extremist ideologies, and physical and sexual exploitation.  **Diversity, inclusive practice and equality/** **Understanding cultural capital and the impact of this upon learners/Cultural and multi-cultural education.**  Reflection upon own experiences and how these affect values and beliefs in relation to EDI.  Reflection upon principles of Inclusion.  Identifying values around EDI in the EYFS and National Curriculum documentation.  Introduction to the Equality Act and protected characteristics.  Children’s rights and the UNCRC.  Know their responsibilities as a teacher in relation to the Equality Act (2010) and the Public Sector Equality Duty.  Economic sustainability.  Debating around different issues related to EDI including gender, sexuality, culture, money, race and class.  **Social Justice.**  To consider the links between poverty, education, and life chances.  To understand the importance of having high expectations of all learners, regardless of their background.  To understand that teachers are key role models, who can influence the attitudes, values and behaviours of their pupils.  **Developing an inclusive learning environment.**  To develop your knowledge and understanding of enabling environments to support the development of high-quality, inclusive continuous provision (CP).  To explore some examples of CP planning to support learning and development for young children.  To develop knowledge and understanding of what an inclusive learning environment is and how to ensure CP supports accessibility and diversity.  **Disadvantaged and vulnerable groups of children.**  To know and understand what disadvantaged and vulnerable groups are in a school setting.  To learn about the process of how disadvantaged and vulnerable groups are supported classroom setting.  To identify strategies to close the gap in attainment for identified disadvantaged and vulnerable groups.  **FBV.**  To understand what it is to be a citizen in a modern and diverse Great Britain, valuing our community and celebrating diversity in the UK.  To know these values are DEMOCRACY, RULE OF LAW, MUTUAL RESPECT, TOLERANCE OF DIFFERENT FAITHS & BELIEFS and INDIVIDUAL LIBERTY.  **Children who are looked after.**  To explore the centrality of relationships.  To understand how attachment issues can affect children and understand how these may be related to safeguarding issues.  To develop an understanding of the diverse family make-ups.  To explore diverse relationships with children.  To explore the impact of adverse childhood experiences ACEs    To explore the role of the key worker.  **Impact factors affecting attainment/Provision Mapping.**  All children have a legal and moral right to a high-quality education which values them as unique individuals and enables them to fulfil their potential academically and socially  Understand how a commitment to equality, diversity and inclusion is embedded within practice in their setting.  Understand how the physical environment is structured and adapted to meet the needs of a diverse range of children.  Understand how assessment is used to identify individual needs and plan effectively for these.  Understand how to positively engage and work in partnership with parents of children with diverse learning needs. | 1.1, 1.2,1.3,1.4, 1.5,1.6      2.1, 2.2  3.1, 5.1, 5.2, 5.5    8.3,8.4,  8.4  7.1,7.4, 7.5  1.1, 1.2, 1.3, 1.4, 1.5, 1.6  1.1, 1.2, 1.3, 1.4, 1.6  2.2  3.1  4.1  5.1, 5.2, 5.3, 5.4  7.2, 7.4, 7.5  8.2, 8.4, 8.7  1.1, 1.2, 1.3. 1.5  4.1  5.1, 5.2, 5.3, 5.7  7.1. 7.2  1.2, 1.6  4.7  5.2, 5.3,5.5, 5.6, 5.7  7.2, 7.7  8.4  1.1, 1.2, 1.3, 1.4, 1.6  2.2  3.1  4.1  5.1, 5.2, 5.3, 5.4  7.2, 7.4, 7.5  8.2, 8.4, 8.7  1.1, 1.2, 1.3, 1.4, 1.6  2.2  3.1  4.1  5.1, 5.2, 5.3, 5.4  7.2, 7.4, 7.5  8.2, 8.4, 8.7 | 1a, 1b,1c,1d,1e      2a    3a,3b,3.c  5a,5b,5c,5e    8c,8f  8g.    7b, 7c, 7e,7f.      1b, 1c, 1e  8n  1a, 1c, 1d, 1e  5a, 5b, 5c, 5e  7b  1b, 1d  5b, e, 5g, 5j, 5k, 5m, 5n  7e, 7k, 7m  1c  8m  1a, 1c, 1d, 1e  3c  5a, 5b, 5c, 5d, 5e, 5o  7b  1a, 1c, 1d, 1e  2d  3c  5a, 5b, 5c, 5d, 5e, 5o  7b | DFE, Statutory Framework for the Early Years Foundation Stage 2023  Birth to Five Matters, Early Years Coalition 2023.  Cummins, J. 1979, ‘Cognitive / academic language proficiency, linguistic interdependence, the optimum age question and some other matters,’ Working Papers on Bilingualism, 19,121-129.  DFE, Working Together to Safeguard Children, 2018  DFE, Keeping Children Safe in Education, 2023  DFE, Revised Prevent Duty Guidance, 2021 |  |

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| **School Based Curriculum – Introductory Phase** | | | | |
| **Observing:**  Observe how the physical environment and play opportunities are constructed to support the needs of a diverse range of learners.  **Planning:**  Observe how expert colleagues plan to support a range of diverse learners across the different areas of learning. Plan one activity which demonstrates a clear consideration of the diverse learners within your cohort of children and reflect upon your choices for learning opportunities.  **Teaching:**  Deliver an activity to meet the diverse learners within your cohort of children and reflect upon their engagement and learning.  **Assessment:**  Reflect with expert colleagues upon how they use a range of assessment strategies to meet the diverse needs within their cohort.  **Subject Knowledge:**  Demonstrate the ability to work within the key legislation and policies that underpin inclusive practice for all children.  Discuss and analyse with expert colleagues the issues around diverse needs within your cohort of children and how these are addressed within the setting, including working in partnership with parents.  Demonstrate understanding around the important role of the key worker in supporting individual children with diverse needs. | | | | |
| **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** |
| To know that all children have a legal and moral right to a high-quality education which values them as unique individuals and enables them to fulfil their potential academically and socially  Understand how a commitment to equality, diversity and inclusion is embedded within practice in their setting.  Understand how the physical environment is structured and adapted to meet the needs of a diverse range of children.  Understand how assessment is used to identify individual needs and plan effectively for these.  Understand how to positively engage and work in partnership with parents of children with diverse learning needs.  To be able to plan an activity which caters for a range of diverse needs and reflect upon effectiveness of this activity. | 1.1, 1.2, 1.3, 1.4, 1.6  2.2  3.1  4.1  5.1, 5.2, 5.3, 5.4  7.2, 7.4, 7.5  8.2, 8.4, 8.7  CCF Statutory Duties p7 | 1a, 1c, 1d, 1e  2d  3c  5a, 5b, 5c, 5d, 5e, 5o  7b | **Equality Act**  by Equality and Human Rights Commission  2010  **Equality and Inclusion in Early Childhood: Linking Theory and Practice**  Jennie Lindon, 2012  **Diversity and Inclusion in Early Childhood:** Chandrika Devarakonda | Informal daily discussion and reflection with mentor and/or class teacher  Weekly Development Summary meetings for progress– subject specific feedback  Lesson observation - subject specific feedback.  Reflections in blue book  Progress report  r |

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| **School Based Curriculum – Developmental Phase** | | | | |
| **Observing:**  Observe how expert colleagues cater for the diverse range of learners within their cohort across at least four subjects.  Observe how expert practitioners use flexible groupings to support a range of learners.  **Planning:**  Plan for the effective use of additional adults to support a diverse range of learners and reflect upon choices made for learning experiences.  Plan one lesson which demonstrates a clear consideration of the diverse learners within your cohort of children (in addition to the remit of SEND) and reflect upon your choices for learning opportunities.  **Teaching:**  Deliver one lesson which demonstrates a clear consideration of the diverse learners within your cohort of children (in addition to the remit of SEND) and reflect upon engagement, learning and progress made.  **Assessment:**  Reflect with expert colleagues upon how they use a range of assessment strategies to meet the diverse needs within their cohort across four different subjects.  **Subject Knowledge:**  Demonstrate the ability to work within the key legislation and policies that underpin inclusive practice for all children.  Discuss and analyse with expert colleagues the issues around diverse needs within your cohort of children and how these are addressed within their class, including working in partnership with parents.  Discuss and analyse with expert colleagues the issues around diverse needs within the whole school cohort how these are addressed as a staff team.  Discuss and analyse with expert colleagues how to use inclusive teaching resources to support all children and promote equality and diversity. | | | | |
| **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** |
| Understand how a commitment to equality, diversity and inclusion is embedded within practice in their class.  Understand how a consideration of the unique and diverse needs of children within a class and a whole school cohort will shape provision, school policy and practice. including working in partnership with parents.  Understand the diverse range of learners within their class and how to plan effectively for them for at least four subjects.  Understand how to use inclusive teaching resources to meet the needs of a diverse range of children.  Understand how assessment is used to identify individual needs and inform planning.  To be able to plan a lesson which demonstrates a clear consideration of the diverse learners within your cohort of children (outside the remit of SEND) and reflect upon engagement, learning and progress made.  To be able to plan effectively for other adults in the classroom to support children with diverse needs outside the remit of SEND and reflect upon multi agency working. | 1.1, 1.2, 1.3, 1.4, 1.6  2.2  3.1  4.1  5.1, 5.2, 5.3, 5.4  7.2, 7.4, 7.5  8.2, 8.4, 8.7  CCF Statutory Duties p7 | 1a, 1c, 1d, 1e  2d  3c  5a, 5b, 5c, 5d, 5e, 5g,5o  6a  7b  8j, 8n | **Equality Act**  by Equality and Human Rights Commission  2010  GOVERNMENT EQUALITIES OFFICE. 2011. *The Equality Act, making equality real*  **Turning the Page on Poverty.** National Education Union 2021  **Closing the gap? Trends in educational attainment and disadvantage.** Education Policy Institute 2017.  **Stonewall** Best Practice guide and other resources  **The tiney guide**  **to becoming an**  **inclusive, anti-racist**  **early educator**.  Laura Henry-Allain MBE & Matt Lloyd-Rose | Informal daily discussion and reflection with mentor and/or class teacher  Weekly Development Summary meetings for progress– subject specific feedback  Lesson observation - subject specific feedback.  Reflections in blue book  Progress report |

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| **School Based Curriculum – Consolidation Phase** | | | | |
| **Observing:**  Observe how expert colleagues identify a diverse range of needs and implement strategies to promote engagement and progress across all areas of learning.  Observe how teachers plan for inclusive provision and equality of access to learning through their physical environment and continuous provision.  **Planning:**  Plan to create and maintain an inclusive learning environment through continuous provision and adult led activities and reflect upon decisions made and how these support your diverse cohort of children.  Take a lead role in planning for /with your staff team to effectively implement inclusive provision which ensures equality and celebrates diversity.  **Teaching:**  Plan and deliver provision which demonstrates a clear consideration of the diverse learners within your cohort of children (outside the remit of SEND) and reflect upon engagement, learning and progress made.  **Assessment:**  Discuss with expert colleague how summative assessment, reporting and data is used and how children with a diverse range of needs are incorporated within this.  **Subject Knowledge:**  Understand how the EY teacher takes a lead role in promoting inclusive provision, equality and diversity within a class.  Understand the importance of the physical environment and continuous provision to enable inclusive provision and promote equality and diversity.  Discuss and analyse with expert colleagues the issues around diverse needs within your cohort of children and how these are addressed within their class, including working in partnership with parents.  Discuss and analyse with expert colleagues the issues around diverse needs within the whole school cohort how these are addressed as a staff team. | | | | |
| **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** |
| Understand that they should take a lead role in promoting inclusion and equality and celebrating difference within their class/key stage and ensuring their staff team meet professional responsibilities in relation to legislation including The Equality Act, 2010.    Understand the importance of an inclusive physical learning environment and plan for this to ensure equality of access and learning experiences for a diverse range of learners across all the areas of learning.  Understand and use a wide range of inclusive practice and resources to support progress for a wide range of learners.  Know how to effectively track progress for a diverse cohort of learners through a range of appropriate and adapted assessment strategies.  Be able to identify a wide range of barriers to learning and impact factors and reflect upon how to identify children who may need individualised planning to effectively address these and how to work in partnership with internal and external agencies to achieve this. | 1.1, 1.2, 1.3, 1.4, 1.6  2.2  3.1  4.1  5.1, 5.2, 5.3, 5.4  7.2, 7.4, 7.5  8.2, 8.4, 8.7  CCF Statutory Duties p7 | 1a, 1c, 1d, 1e  2d  3c  5a, 5b, 5c, 5d, 5e, 5g, 5o  6m  8j | **Equality Act**  by Equality and Human Rights Commission  2010  Reflecting upon reading from sessions and how this fits with observations from practice | Informal daily discussion and reflection with mentor and/or class teacher  Weekly Development Summary meetings for progress– subject specific feedback  Lesson observation - subject specific feedback.  Reflections in blue book  Progress report |