**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** |
| **Lecture 1**  **Lecture 2**  Covered within curriculum sessions  Seminar  Online independent training | Trainees will know that Schools have systems which support safeguarding in the form of policies such as Safeguarding Policy, Child Protection Policy, Staff Behaviour Policy (Code of Conduct)  Trainees will understand that 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.  Trainees will know that very 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  Trainees will know what to do if a child tells them he/she is being abused or neglected and is potentially a safeguarding concern.  Trainees will know 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.  Identify some indicators of child abuse and neglect  With the support from a professional, raise children’s awareness of the different types of abuse using a range of classroom activities  Trainees will demonstrate professional conduct (such as social conduct outside school, dress and appearance, physical contact, one to one situations, photography, videos, images) that may give rise to a safeguarding issue.  Trainees will understand that a predictable and secure environment benefits all pupils.  Trainees will understand that experiences can affect a child’s ability to learn and make progress.  Trainees will understand that some of the symptoms of any adverse childhood experiences such as attendance, changes in behaviour.  Understand the importance of promoting Fundamental British Values.  Examples of poor practice from research and serious case reviews that have shown the dangers of failing to take effective action.  That adverse childhood honour-based abuse is a safeguarding issue and there is a legal duty on teachers to report female genital mutilation to the police.  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 | 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** |
| Trainees will know who to contact with any safeguarding concerns and having a clear understanding of what sorts of behaviour, disclosures and incidents to report.  Trainees will understand their duties in respect of safeguarding and equalities legislation  Trainees will understand that promoting the welfare of children is everyone’s responsibility  Trainees will be able to follow the school safeguarding policy and processes | 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** |
| Trainees will know who to contact with any safeguarding concerns and having a clear understanding of what sorts of behaviour, disclosures and incidents to report.  Trainees will fully understand their duties in respect of safeguarding and equalities legislation.  Trainees will be able to follow the safeguarding policy and processes | 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** |
| Trainees will know who to contact with any safeguarding concerns and having a clear understanding of what sorts of behaviour, disclosures and incidents to report.  Trainees will fully understand their duties in respect of safeguarding and equalities legislation.  Trainees will know 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.  Trainees will understand the importance of accurate record keeping, listening to the views of the child, sharing information in a timely manner.  Trainees understand how to record responses, observations and concerns accurately  Trainees will be able to follow the school safeguarding policy and processes  Trainees will be able to respond to a child’s disclosure without asking leading questions (if applicable) | 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? |