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

***Year 1 Undergraduate***

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| **University Curriculum – Year 1** |
| **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** |
| **EYE 1006****Session 1**  | 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. | 1.1, 1.2, 1.3, 1.4, 1.62.23.14.15.1, 5.2, 5.3, 5.47.2, 7.4, 7.58.2, 8.4, 8.7CCF Statutory Duties p7 | 1a, 1c, 1d, 1e | DEPARTMENT FOR EDUCATION (DfE). 2014. *The Equality Act 2010 and schools: Departmental advice for school leaders, school staff, governing bodies and local authorities*Devarakonda, Chandrika. *Promoting Inclusion and Diversity in Early Years Settings : A Professional Guide to Ethnicity, Religion, Culture and Language*, 2020.Robinson, C. (2017), Translating human rights principles into classroom practices: inequities in educating about human rights. The Curriculum Journal, 28: 123-136. Tassoni, Penny. *Reducing Educational Disadvantage: a Strategic Approach in the Early Years*, Bloomsbury Publishing Plc, 2016. | In class discussions and observations. Reflections in Learning Journeys. Summative assessment task at end of module. |
| **EYE 1006****Session 2**  | 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. |
| **EYE 1006****Session 3** | Debating around different issues related to EDI including gender, sexuality, culture, money, race and class. |
| **EYE 1008****Session 1** | Introducing the central concept of the unique child. Responding appropriately to the challenges of individual needs and working in partnership with parents. | LT1.1,LT 1.2, LT 1.3, LT1.4,LT 1.6LT2.2LT3.1LT4.1LT5.1,LT 5.2,LT 5.3,LT 5.4LT7.2,LT 7.4,LT 7.5LT8.2,LT 8.4,LT 8.7 | LH1a,LH 1c,LH 1d,LH 1eLH3cLH5a,LH 5b,LH 5c, LH5d,LH 5e,LH 5oLH 7b | Beigi, R. (2021) Early Years Pedagogy in practice: a guide for students and practitioners. Abingdon, Oxon ; New York, NY : Routledge, Taylor & Francis Group, 2021. MacBlain, Sean. Learning Theories for Early Years Practice (p. 12). SAGE Publications.  Allen, Shirley; Whalley, Mary. Supporting Pedagogy and Practice in Early Years Settings (Achieving EYPS Series) (p. 148). Learning Matters.  | Group discussionSeminar TasksWriting workshops |
| **EYE 1008****Session 2** | Exploring the centrality of relationships. Attachment issues, related safeguarding issues.Exploring diverse family make-ups.Exploring diverse relationships with children.Exploring the impact of adverse experiences. Exploring the role of the key worker.  |
| **EYE 1008****Session 3** | Enabling environments: adapting environments and play opportunities to support diverse children. |
| **EYE 1008****Session 4** | Ensuing individuality of learning and development. Ensuring access and delivery of the EYFS curriculum for all children.  |
| **EYE 1****Session 2.****Understanding the World:****People, Culture and Communities.**  | Understanding cultural capital and the impact of this upon learners.Diversity, inclusive practice and equality.Cultural and multi-cultural educationCelebration of culture. Anti-racist practice.  | 1.1, 1.2, 1.3, 1.4, 1.64.18.2, 8.4, 8.7CCF Statutory Duties p7 | 1a, 1c, 1d, 1e3c | EYFS:Understanding the World. Diverse World video clip:<https://www.youtube.com/watch?v=JQVWWjTFca8&list=PL7914115EB65911A5&index=16&t=197s>MacBlain (2022) Learning theories for early years practice. Henry-Allain MBE and Lloyd-Rose(2021) The tiney guide to becoming an inclusive, anti-racist early educatorPemberton (2020)How do I talk about race with children in the Early Years setting?Devarakonda, Chandrika. *Promoting Inclusion and Diversity in Early Years Settings : A Professional Guide to Ethnicity, Religion, Culture and Language*, 2020 | Group discussion.Seminar tasks.Reflection.  |

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| **School Based Curriculum – Year 1** |
| **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, 1.62.23.14.15.1, 5.2, 5.3, 5.47.2, 7.4, 7.58.2, 8.4, 8.7CCF Statutory Duties p7 | 1a, 1c, 1d, 1e2d3c5a, 5b, 5c, 5d, 5e, 5o7b | **Equality Act**by Equality and Human Rights Commission2010**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 teacherWeekly Development Summary meetings for progress– subject specific feedbackLesson observation - subject specific feedback.Reflections in blue bookProgress report  |

***Year 2 Undergraduate***

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| **University Curriculum – Year 2** |
| **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**  |
| **EYE2006****Session 1** | Children’s rights. Historical development of child protection and children’s rights legislation.  | 1.1, 1.2, 1.3, 1.4, 1.62.23.14.15.1, 5.2, 5.3, 5.47.2, 7.4, 7.58.2, 8.4, 8.7CCF Statutory Duties p7 | 1a, 1c, 1d, 1e2d3c5a, 5b, 5c, 5d, 5e, 5g,5o6a7b8j, 8n | **Equality Act**by Equality and Human Rights Commission2010GOVERNMENT 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 | In-session retrieval activities/questioningIn-session peer discussions and focused tasks Learning Journey (LJ) – ongoing subject reflections in EYE 2006 & EYE 2008 areas of electronic portfolioSelf-assessment against key knowledgeSummative module assessments for EYE 2006 & EYE 2008 |
| **EYE 2006****Session 2**  | Levelling up and Cultural Capital.Impact of social economic background and poverty and working with parents in this context. Personal values in relation to this including identification of discrimination in its different forms and begin to identify strategies to promote equality within their practice |
| **EYE 2006****Session 3** | Safeguarding & PREVENT.  |
| **EYE 2006****Session 4** | Access to education based upon socio-economic factors.Historical development of access to education.Positive impacts of education for all children. |
| **EYE 2008** **Session 10 & 11** | To know that there are attainment gaps between different groups of children and their peers and understand factors that affect these. To understand issues in relation to access to education and disadvantaged and vulnerable groups. To explore different groups and impact factors, barriers to learning and engagement, inclusion strategies and wider issues. Groups including vulnerable pupils, Pupil Premium, poverty, EAL, race and ethnicity, CLA, LGBTQ, ACEs/ Trauma-Informed Practice and unconscious biasConsidering the curriculum and the school environment for a diverse range of learners. The role of different adults in supporting different learners (individuals and groups). |  |  | DUCKWORTH, S., 2020. *Spin the wheel of power & privilege*EDUCATION ENDOWMENT FOUNDATION, 2022. *The EEF guide to the pupil premium*CHOUDRY, S. 2021. *Equitable education: what everyone working in education should know about closing the attainment gap for all pupils*MOFFAT, A. 2017. *No outsiders in our school: teaching the Equality Act in primary schools*Devarakonda, Chandrika. *Promoting Inclusion and Diversity in Early Years Settings : A Professional Guide to Ethnicity, Religion, Culture and Language*, 2020.**Closing the Gap?** Trends in Educational Attainment and Disadvantage. Education Policy Institute, 2017Turning the page on poverty. A practical guide for education staff to help tackle poverty and the cost of the school day,Stonewall Education resources:[*https://www.stonewall.org.uk/category/education-resources*](https://www.stonewall.org.uk/category/education-resources) | In-session retrieval activities/questioningIn-session peer discussions and focused tasks Learning Journey (LJ) – ongoing subject reflections in EYE 2006 & EYE 2008 areas of electronic portfolioSelf-assessment against key knowledgeSummative module assessments for EYE 2006 & EYE 2008 |

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| **School Based Curriculum – Year 2** |
| **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 key stage 1 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, 1.62.23.14.15.1, 5.2, 5.3, 5.47.2, 7.4, 7.58.2, 8.4, 8.7CCF Statutory Duties p7 | 1a, 1c, 1d, 1e2d3c5a, 5b, 5c, 5d, 5e, 5g, 5o6a8j, 8n | **Equality Act**by Equality and Human Rights Commission2010Reflecting upon reading from sessions and how this fits with observations from practice | Informal daily discussion and reflection with mentor and/or class teacherWeekly Development Summary meetings for progress– subject specific feedbackLesson observation - subject specific feedback.Reflections in blue bookProgress report |

**Year 3 Undergraduate**

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| **University Curriculum – Year 3** |
| **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**  |
| Understanding the World: People, Culture and Communities | Inclusive practiceCelebrating diversity and differenceCultural inclusion or Tokenism Anti-racist practice | 1.1, 1.2, 1.3, 1.4, 1.64.18.2, 8.4, 8.7CCF Statutory Duties p7 | 1a, 1c, 1d, 1e3c | EQUALITY ACT 2010.Legislation.gov.uk [online]Available from: <http://www.legislation.gov.uk/ukpga/2010/15/contents> LINDON, J., 2012. Equality and inclusion in early childhood. 2nd edn. London: Hodder Education (Linking theory and practice). | In class discussions and reflective tasks.  |
| **EYE 3007: Contemporary debates****Jill?****Sessions to be confirmed** | School readiness: factors that affect this- linked to EDILead role in promoting EDI and celebrating differenceLabelling and issues around this | 1.1, 1.2, 1.3, 1.4, 1.62.23.14.15.1, 5.2, 5.3, 5.47.2, 7.4, 7.58.2, 8.4, 8.7CCF Statutory Duties p7 | 1a, 1c, 1d, 1e5a, 5b, 5c, 5d, 5e, 5o | Lindon et al, 2016Leadership\_in\_Early\_Linking\_Theory\_and\_Practice\_-(Chapter\_1\_The\_role\_of\_the\_leader\_in\_an\_early\_years\_setting)Garnet S., 2012. Chapter 4: Leadership and ManagementThe Multiple Identities of the Reception Teacher: Pedagogy and Purpose by Eleonora Teszeny‘What Does “School Ready” Really Mean?’ A Research Report from Professional Association for Childcare and Early Years Developing school readiness. Creating lifelong learners. Kathryn Peckham ‘Is the use of labels in Special Education helpful?’ Support for Learning 22 (1):36-42. 2007 . F Lauchlan & C Boyle | In class discussions and activities.Reflections,Summative assessment at end of module.  |
| **EYE 3010** **Reflective Practitioner****Jamie****Sessions to be confirmed** | Inclusive physical environment to ensure equality of access for diverse needsContinuous Provision & play opportunities for a wide range of needsHow summative assessment, reporting and data incorporates children with a range of diverse needs | 1.1, 1.2, 1.3, 1.4, 1.62.23.14.15.1, 5.2, 5.3, 5.46.1, 6.4, 6.77.2, 7.4, 7.58.2, 8.4, 8.7CCF Statutory Duties p7 | 1a, 1c, 1d, 1e2d3c5a, 5b, 5c, 5d, 5e, 5g, 5o6m8j | Sharma, A., Cockerill, H. and Okawa, N. (2022) *From birth to five years*. Second edn. Milton Park, Abingdon, Oxon: Routledge. Early Education (2021) Birth to 5 Matters: Non-statutory guidance for the Early Years Foundation Stage. Department for Education (2021) Statutory framework for the early years foundation stage. Available at: <https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2> Ephgrave, A. (2018) Planning in the moment with young children : a practical guide for early years practitioners and parents. Milton Park, Abingdon, Oxon: Routledge. Fisher, J. (2016) Interacting or interfering? : improving interactions in the early years. Maidenhead: Open University Press. Inclusive Play: Theresa Casey | In class discussions and activities.Reflections,Summative assessment at end of Professional Practice. |
| **EYE3006****Values module** | To explore the teaching of Fundamental British Values in schools and develop confidence and understanding aroud these including concepts of citizenship, valuing community and celebrating diversity and exploring values of democracy, rule of law, mutual respect, tolerance and individual liberty.Trainees will learn to develop robust and convincing hypotheses about where the debates relating to money, class, gender, sexuality, ability, culture, and race in education will develop in the future.Trainees will become confident in proposing new social, political, and personal identity characteristics that might be introduced into these debates in the future. |  |  |  |  |

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| **School Based Curriculum – Year 3** |
| **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 reception 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, 1.62.23.14.15.1, 5.2, 5.3, 5.47.2, 7.4, 7.58.2, 8.4, 8.7CCF Statutory Duties p7 | 1a, 1c, 1d, 1e2d3c5a, 5b, 5c, 5d, 5e, 5g, 5o6m8j | EQUALITY ACT 2010.Legislation.gov.uk [online]Available from: <http://www.legislation.gov.uk/ukpga/2010/15/contents> LINDON, J., 2012. Equality and inclusion in early childhood. 2nd edn. London: Hodder Education (Linking theory and practice) | Informal daily discussion and reflection with mentor and/or class teacherWeekly Development Summary meetings for progress– subject specific feedbackLesson observation - subject specific feedback.Reflections in blue bookProgress report |