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

***Year 1 Undergraduate***

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **University Curriculum – Year 1** | | | | | |
| **Session Sequence** | **Session Content Subject Specific Components/s** | **Learn That**  **(ITT & ECF reference in numerics e.g. 1.1)** | **Learn How**  **((ITT & ECF reference bullets alphabetically e.g. 1c)** | **Links to Research and Reading** | **Formative Assessment mode** |
| **EYE 1100**  **Unit 3**  **Session 1** | Introduce the Equality Act and protected characteristics.    Exploring the concepts of inclusion and exclusion and different definitions of these.    Introducing the United Nations Convention on the Rights of the Child.    Exploring own values and how these impact on their attitudes towards different factors. | 1.1, 1.2, 1.3, 1,4, 1.5, 1.6 1.7, 1.8  3.1  4.1, 4.10  5.1, 5.2, 5.3, 5.4, 5.5,  7.2, 7.4, 7.57  8.2, 8.4, 8.7 | 1d, 1e,  5a, 5f, 5g,5p  7a  8f | **Equality Act**  by Equality and Human Rights Commission  2010    UNICEF UK. (1989). *The United Nations convention on the rights of the child*    Devarakonda, C. (2021) Promoting inclusion and diversity in early years settings: a professional guide to ethnicity, religion, culture and language. Read introduction.    Reducing educational disadvantage: a strategic approach in the early years  Book by Penny Tassoni 2016    Translating human rights principles into classroom practices: inequities in educating about human rights. The Curriculum Journal Article by Carol Robinson 2017    Children's Rights, Educational Research and the UNCRC: Past, Present and Future  Book   Jenna Gillett-Swan; Vicki Coppock  2016    UN Convention on the Rights of the Child - UNICEF UK | Group discussion  Seminar Tasks  Reflections in Learning Journey  Linked WDS |
| **EYE 1100**  **Unit 3**  **Session 4** | Reflections on their own experiences of inclusion and exclusion from Professional Practice.    Identify how principles translate into practice.    Identify key learning around inclusive practice.    Identify confidence levels and development plans for next year and SEND/Adaptive teaching and EDI. | Reducing Educational Disadvantage. A strategic approach in the Early Years. Penny Tassoni. (2016)  Early Childhood Education. Current realities and future priorities. Cathy Nutbrown. (2023)  Diversity and Inclusion in Early Childhood. Chandrika Devarakonda. (2021) | Group discussion  Seminar Tasks  Reflections in Learning Journey  Linked WDS |
| **EYE 1102**  **Session 2 & 3** | Introducing the central concept of the unique child. Introduction to Adaptive teaching. Responding appropriately to the challenges of individual needs and working in partnership with parents. | 1.1, 1.2, 1.3, 1,4,  1.5, 1.6 1.7, 1.8  2.2,  3.1  4.1, 4.6, 4.10  5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9  7.2, 7.4, 7.15, 7.10  8.4, 8.6, 8.7, 8.8 | !a, !c, 1d, 1e,  3f,  5a, 5b, 5c, 5d, 5e,  5f  7a, 7l | 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, SAGE Publications.      Allen, Shirley; Whalley, Mary. Supporting Pedagogy and Practice in Early Years Settings (Achieving EYPS Series) Learning Matters. | Group discussion  Seminar Tasks  Writing workshops  Linked WDS |
| **EYE 1102**  **Session 4 & 5** | Exploring the centrality of relationships.  Attachment issues, related safeguarding issues.  Exploring diverse family make-ups.  Exploring diverse relationships with children.  Exploring the role of the key worker. |
| **EYE 1102**  **Session  6 & 7** | Enabling environments: adapting environments and play opportunities to support different children. |
| **EYE 1102**  **Session 8 & 9** | Ensuing individuality of learning and development. Ensuring access and delivery of the EYFS curriculum for all children.    Linking to SEND Code of Practice. |
| **EYE 1103**  **Session 8** | Adapting the learning environment to suit the needs of young children. |  |  |  |  |
|  | **EDI will be included in curriculum sessions for each area of learning.**  **In addition, there will be the following specific session.** |  |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **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 education  Celebration of culture.  Anti-racist practice. | 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8  4.  8.2, 8.4, 8.7, 8.8 | 1a, 1c, 1d, 1e  3d | 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 educator  Pemberton (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. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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**  **(ITT & ECF reference in numerics e.g. 1.1)** | **Learn How**  **(ITT & ECF 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, 1.5, 1.6, 1.7, 1.8  2.2  3.1  4.1  5.1, 5.2, 5.3, 5.4, 5.5,  6.1  7.2, 7.4, 7.5, 7.7,  8.4, 8.8 | 1e  5a, 5b, 5d, 5f, 5g, 5i, 5k, 5l, 5o, 5p, 5q  6d7a, 7l  8f, | **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  Reducing Educational Disadvantage. A strategic approach in the Early Years. Penny Tassoni. (2016)  Early Childhood Education. Current realities and future priorities. Cathy Nutbrown. (2023) | 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 Learning journey.  Progress report |

***Year 2 Undergraduate***

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **University Curriculum – Year 2** | | | | | |
| **Session Sequence** | **Session Content Subject Specific Components/s** | **Learn That**  **(ITT & ECF reference in numerics e.g. 1.1)** | **Learn How**  **(ITT & ECF 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, 1.5, 1.6, 1.7, 1.8  2.1, 2.2,  3.1  4.1, 4.6, 4.10  5.1, 5.2, 5.3, 5.4, 5.5, 5.7, 5.8,  6.4  7.2, 7.5, 7.11  8.4, 8.5, 8.6, 8.8 | 1c, 1d, 1e,1h  3f,  5a, 5b, 5d, 5e,  5f, 5g, 5h, 5i, 5k, 5l, 5m, 5n, 5o, 5p, 5q  6d  7a, 7b, 7k, 7l  8h, 8i, 8k, 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 | In-session retrieval activities/questioning  In-session peer discussions and focused tasks    Learning Journey (LJ) – ongoing subject reflections in EYE 2006 & EYE 2008 areas of electronic portfolio  Self-assessment against key knowledge  Summative 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** | 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 including:  Adverse childhood experiences.  Trauma informed practice.  Impacts of poverty.  Intersection of SEND and wider factors relating to inclusion.  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, 2017 Turning the page on poverty. A practical guide for education staff to help tackle poverty and the cost of the school day, | In-session retrieval activities/questioning  In-session peer discussions and focused tasks    Learning Journey (LJ) – ongoing subject reflections in EYE 2006 & EYE 2008 areas of electronic portfolio  Self-assessment against key knowledge  Summative module assessments for EYE 2006 & EYE 2008 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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**  **(ITT & ECF reference in numerics e.g. 1.1)** | **Learn How**  **(ITT & ECF 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, 1.5, 1.6, 1.7, 1.8  2.2  3.1  4.1  5.1, 5.2, 5.3, 5.4, 5.5,  6.1  7.2, 7.4, 7.5, 7.7,  8.4, 8.8 | 1e  5a, 5b, 5d, 5f, 5g, 5i, 5k, 5l, 5o, 5p, 5q  6d7a, 7l  8f, | **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 Learning journey.  Progress report |

**Year 3 Undergraduate**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **University Curriculum – Year 3** | | | | | | | | | | |
| **Session Sequence** | | **Session Content Subject Specific Components/s** | | **Learn That**  **(ITT & ECF reference in numerics e.g. 1.1)** | | **Learn How**  **(ITT & ECF reference bullets alphabetically e.g. 1c)** | | **Links to Research and Reading** | | **Formative Assessment mode** |
| Understanding the World: People, Culture and Communities | | Inclusive practice  Celebrating diversity and difference  Cultural inclusion or Tokenism  Anti-racist practice | | 1.1, 1.2, 1.3, 1.4,.1.5, 1.6, 1.7, 1.8  4.1  8.2, 8.4, 8.7, 8.8 | | 1c,1e  3f | | 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).  **Diversity and Inclusion in Early Childhood:** Chandrika Devarakonda  Henry-Allain MBE and Lloyd-Rose(2021) The tiney guide to becoming an inclusive, anti-racist early educator  Pemberton (2020)How do I talk about race with children in the Early Years setting? | | In class discussions and reflective tasks. |
| **EYE 3007: Contemporary debates** | | Exploration of contemporary debates around | | 8.8 | |  | |  | | In class discussions and activities.  Reflections,  Summative assessment at end of module. |
| **EYE 3010**  **Reflective Practitioner**  **Jamie** | | Inclusive physical environment to ensure equality of access for diverse needs  Continuous Provision & play opportunities for a wide range of needs  How summative assessment, reporting and data incorporates children with a range of diverse needs | | 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8  2.2  3.1  4.1  5.1, 5.2, 5.3, 5.4, 5.5  6.1, 6.2, 6.3, 6.4, 6.7  7.2, 7.4, 7.5  8.2, 8.4, 8.8 | | 1c, 1d, 1e3f  5a, 5b, 5d, 5f, 5g, 5i, 5k, 5p7a, 7l  8f, 8h, 8n | | 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 around 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. | | 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8  3.1  4.1  5.3, 7.1, 7.2  8.2, 8.4, 8.9 | | 1c, 1d, 1e,1h  3f,  5a, 5b, 5d, 5e,  5f, 5g, 5h, 5i, 5k, 5l, 5m, 5n, 5o, 5p, 5q  6d  7a, 7b, 7k, 7l  8h, 8i, 8k, 8n | | Halstead, M., 2005. Values and values education in schools. In Values in education and education in values (pp. 3-14). Routledge.  Gouldborough 2018 Promoting British values in the early years : how to foster a sense of belonging  van Krieken Robson, 2019:Fundamental British Values in the Early Yaers  Promoting fundamental British values as part of SMSC in schools. Departmental advice for maintained schools. DfE | | Group discussion  Seminar Tasks  Reflections in Learning Journey  Linked WDS  Summative assessment at end of module. |
| **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**  **(ITT & ECF reference in numerics e.g. 1.1)** | | **Learn How**  **(ITT & ECF reference bullets alphabetically e.g. 1c)** | | **Links to Research and Reading** | | **Formative Assessment** | |
|  | | 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8  2.2  3.1  4.1  5.1, 5.2, 5.3, 5.4, 5.5,  6.1  7.2, 7.4, 7.5, 7.7,  8.4, 8.8 | | 1e  5a, 5b, 5d, 5f, 5g, 5i, 5k, 5l, 5o, 5p, 5q  6d7a, 7l  8f, | | 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)  Cathy Nutbrown. Early Childhood Education. Current realities and future priorities. 2023  **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 Learning journey.  Progress report | |