**Primary Curriculum Map Safeguarding and Fundamental British Values**

***Year 1 Undergraduate***

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| **University Curriculum – Year 1** | | | | | |
| **Session Sequence** | **Session Content Subject Specific Components/s** | **Learn That**  **(ITTECF reference in numerics e.g. 1.1)** | **Learn How**  **(ITTECF reference bullets alphabetically e.g. 1c)** | **Links to Research and Reading** | **Formative Assessment mode** |
| **Session 1 EYE1100**  **Unit 2 A Safe and Secure Learning Environment** | An introduction to safeguarding and signposting to complete the Blackburn and Darwin online training.  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  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) | The following references are relevant to all sessions  **1.1, 1.4, 1.5, 1.8, 5.7, 7.11**  **8.1, 8,4, 8,6, 8.8** | The following references are relevant to all sessions  **8f, 8i, 8l** | 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.  DfE The Children Act, 1989 (revised 2021) Volume 2 Care planning, placement and case review | Online module assessment through Blackburn and Darwin (4 hours) and Online Prevent training  Online training is monitored by PATs and certificates uploaded to InPlace  Professional Practice Quality Lead checks that all trainees have completed the training successfully before start of professional practice |
| **Session 2 Independent training** | Trainees will know who to contact with any safeguarding concerns and have a clear understanding of what sorts of behaviour, disclosures and incidents to report. Trainees should be fully aware of their duties in respect of safeguarding and equalities legislation.  Know that 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 |
| **Session 3**  **EYE1102** | Understand how positive relationships supports a culture of mutual trust so that any safeguarding concerns might be shared by the child.  Understand how child development, parenting and family and environmental factors interact to safeguard children and monitor welfare.  Know the different types of abuse that children might be subjected to. |
| **Session 4**  **EYE1100**  **Unit 3 The Early Years Professional** | Trainees will understand the rationale behind Prevent and FBV  Trainees will know procedures for safeguarding children within the above strategies |
| **Session 5**  **EYE1100 Unit 3 The Early Years Professional (Preparation for Professional Practice)** | Trainees will know that a predictable and secure environment benefits all pupils.  Trainees will know 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) |

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| **School Based Curriculum – Year 1** | | | | |
| 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)  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 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.  To know their duties in respect of safeguarding and equalities legislation  To understand that promoting the welfare of children is everyone’s responsibility  Trainees will be able to follow the school safeguarding policy and processes | **1.1, 1.4, 1.5, 1.8, 5.7, 7.11**  **8.1, 8,4, 8,6, 8.8** | **8f, 8i, 8l, 8n** | 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 on PP phase 1,  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?  Discussions with the safeguarding lead. |

***Year 2 Undergraduate***

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| **University Curriculum – Year 2** | | | | | |
| **Session Sequence** | **Session Content Subject Specific Components/s** | **Learn That**  **(ITTECF reference in numerics e.g. 1.1)** | **Learn How**  **(ITTECF reference bullets alphabetically e.g. 1c)** | **Links to Research and Reading** | **Formative Assessment mode** |
| **Session 1**  **(Session 3 of EYE2006)** | Trainees will revisit 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 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.  Understand how 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  Develop their knowledge of County Lines.  Identify some indicators of child abuse and neglect  Recognise some of the symptoms of any adverse childhood experiences such as attendance, changes in behaviour. | **1.1, 1.4, 1.5, 1.8, 5.7, 7.11**  **8.1, 8,4, 8,6, 8.8** | **8f, 8i, 8l, 8n** | DfE, 2022. *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. | Questioning within sessions  Online module assessment through Blackburn and Darwin ( 4 hours) Online Prevent training  Personal Tutors will monitor completion  Professional Practice Quality Lead will ensure all trainees have completed training before going into Professional Practice |
| **Session 2**  **Independent training** | Completion of the online Blackburn and Darwen Training Package |
| **Session 3**  **(Within EYE2010 Professional Practice Preparation)** | With the support from a professional, raise children’s awareness of the different types of abuse using a range of classroom activities.  Safeguarding concerns within the local area in addition to county lines, sexual harassment and child-on-child abuse |

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| **School Based Curriculum – Year 2** | | | | |
| **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)    **Assessment:**  **Understand the importance of accurate record keeping.**  **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**  **(ITTECF reference in numerics e.g. 1.1)** | **Learn How**  **(ITTECF reference bullets alphabetically e.g. 1c)** | **Links to Research and Reading** | **Formative Assessment** |
| Trainees should know how to identify of indicators of abuse and neglect  Trainees know it is important to keep up-to-date with current safeguarding legislation, such as: Keeping Children Safe in Education 2023  Can identify children who may be in need of help or protection. | **1.1, 1.4, 1.5, 1.8, 5.7, 7.11**  **8.1, 8,4, 8,6, 8.8** | **8f, 8i, 8l, 8n** | DfE, 2022. *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 on PP phase 2, 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? |

***Year 3 Undergraduate***

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| **University Curriculum – Year 3** | | | | | |
| **Session Sequence** | **Session Content Subject Specific Components/s** | **Learn That**  **(ITTECF reference in numerics e.g. 1.1)** | **Learn How**  **(ITTECF reference bullets alphabetically e.g. 1c)** | **Links to Research and Reading** | **Formative Assessment mode** |
| **Session 1**  **Independent Online Training** | That teachers may be required to support other agencies and professionals in child protection.  Respond to a child’s disclosure without asking leading questions  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. | **1.1, 1.4, 1.5, 1.8, 5.7, 7.11**  **8.1, 8,4, 8,6, 8.8** | **8f, 8i, 8l, 8n** | DfE, 2022. *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  Online training to be tracked by the PAT and certificates uploaded to drop boxes |
| **EYE3010 as part of Professional Practice Preparation**  **Session 5** | 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.  Record responses, observations and concerns accurately |  |  |

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| **School Based Curriculum – Year 3** | | | | |
| **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** |
| To know teachers are required to support other agencies and professionals in child protection  To know the importance of accurate record keeping, listening to the views of the child, sharing information in a timely manner.  To understand that information sharing is essential for the identification of patterns of behaviour  To be able to follow safeguarding procedures as outlined in the school safeguarding policy | **1.1, 1.4, 1.5, 1.8, 5.7, 7.11**  **8.1, 8,4, 8,6, 8.8** | **8f, 8i, 8l, 8n** | DfE, 2022. *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 on PP phase 3, 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? |