**Primary 5-11 Curriculum Map Safeguarding**

***PGCE***

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| **University Curriculum** | | | | | |
| **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** | To understand that promoting the welfare of children is everyone’s responsibility  To understand their roles, responsibilities and duties in respect of safeguarding and equalities legislation. Read and understand Keeping Children Safe in Education 2024 and Working Together to Safeguard Children.  Understand who to contact with any safeguarding and mental health concerns and have a clear understanding of what sorts of behaviour, disclosures and incidents to report.  To know key terminology including DSL,LADO, county lines and gun crime and contextual safeguarding. |  | 8L Build effective working relationships by,  Knowing who to contact with any safeguarding, or any pupil mental health concerns. | DfE, 2024. *Keeping children safe in education.* Statutory guidance for schools and colleges. London: DfE  HM, 2023. *Working Together to Safeguard Children,* statutory guidance. Ofsted, 2021. Research and analysis. Review of sexual abuse in schools and colleges.  A guide to multi-agency working to help, protect and promote the welfare of children  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 |
| **Session 2** | To understand 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. experiences can affect a child’s ability to learn and make progress.  To understand Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE) are forms of abuse.  To understand safeguarding concerns within the local area in addition to county lines, sexual harassment and child-on-child abuse  To be able to identify some indicators of child abuse and neglect. Understand their role in educating against gun crime.  Understand the definitions of domestic abuse from the 2021 Domestic Abuse Act. Recognise children are victims of domestic abuse if it is perpetrated against their parent or carer.  To be able to recognise some of the symptoms of any adverse childhood experiences such as attendance, changes in behaviour.  To be able to (with support from a professional) raise children’s awareness of the different types of abuse using a range of classroom activities. |  | 8L Build effective working relationships by,  Knowing who to contact with any safeguarding, or any pupil mental health concerns.  5d  Working closely with the designated safeguarding lead. | DfE, 2024. *Keeping children safe in education.* Statutory guidance for schools and colleges. London: DfE  HM, 2023. *Working Together to Safeguard Children,* statutory guidance. Ofsted, 2021. Research and analysis. Review of sexual abuse in schools and colleges.  A guide to multi-agency working to help, protect and promote the welfare of children  NSPCC, 2020. How safe are our children? The most comprehensive overview of child protection in the UK 2020. NSPCC online. |  |
| **Session 3** | To understand that teachers may be required to support other agencies and professionals in child protection.  To understand information sharing is essential for the identification of patterns of behaviour  To understand the importance of accurate record keeping, listening to the views of the child, sharing information in a timely manner.  To be able to respond to a child’s disclosure without asking leading questions  To be able to record responses, observations and concerns accurately  To know examples of poor practice from research and serious case reviews that have shown the dangers of failing to take effective action.  To understand the importance of promoting Fundamental British Values |  | 8L Build effective working relationships by,  Knowing who to contact with any safeguarding, or any pupil mental health concerns.  5d  Working closely with the designated safeguarding lead. | DfE, 2024. *Keeping children safe in education.* Statutory guidance for schools and colleges. London: DfE  HM, 2023. *Working Together to Safeguard Children,* statutory guidance. Ofsted, 2021. Research and analysis. Review of sexual abuse in schools and colleges.  A guide to multi-agency working to help, protect and promote the welfare of children  NSPCC, 2020. How safe are our children? The most comprehensive overview of child protection in the UK 2020. NSPCC online. |  |

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| **School Based Curriculum – Introductory** | | | | |
| 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 2024 Document and Working Together to Safeguard Children 2024 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. Know key terminology including, DSL, LADO, county lines. Know and understand key documents including Keeping Children Safe in Education 2024, Working Together to Safeguard Children 2024. | | | | |
| **Subject Specific Components/s**  **(Use language “to know”, “to understand”, “to be able to”)** | **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** |
| To understand that promoting the welfare of children is everyone’s responsibility  To know their duties in respect of safeguarding and mental health concerns plus equalities legislation  To know who to contact with any safeguarding and mental health concerns and have a clear understanding of what sorts of behaviour, disclosures and incidents to report. |  | 8L  Knowing who to contact with any safeguarding, or any pupil mental health concerns.  5d  Working closely with the designated safeguarding lead | DfE, 2024. *Keeping children safe in education.* Statutory guidance for schools and colleges. London: DfE  HM, 2023. *Working Together to Safeguard Children,* statutory guidance.  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 , 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 – Developmental** | | | | | |
| **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. Know key terminology including, DSL, LADO, county lines. Know and understand key documents including Keeping Children Safe in Education 2024, Working Together to Safeguard Children 2024. | | | | | |
| **Subject Specific Components/s**  **(Use language “to know”, “to understand”, “to be able to”)** | **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** |
| To understand it is important to keep up-to-date with current safeguarding legislation, such as: Keeping Children Safe in Education 2024  To know how to identify of indicators of abuse and neglect.  To be able to identify children who may be in need of help or protection. |  | | 8L  Knowing who to contact with any safeguarding, or any pupil mental health concerns.  5d  Working closely with the designated safeguarding lead | DfE, 2024. *Keeping children safe in education.* Statutory guidance for schools and colleges. London: DfE  HM, 2023. *Working Together to Safeguard Children,* statutory guidance.  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, 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? |
| **School Based Curriculum –Consolidation** | | | | | |
| **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. Know key terminology including, DSL, LADO, county lines. Know and understand key documents including Keeping Children Safe in Education 2024, Working Together to Safeguard Children 2024.  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**  **(Use language “to know”, “to understand”, “to be able to”)** | | **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** |
| To understand teachers may be required to support other agencies and professionals in child protection  To be able to understand that information sharing is essential for the identification of patterns of behaviour  To know the importance of accurate record keeping, listening to the views of the child, sharing information in a timely manner. | |  | 8L  Knowing who to contact with any safeguarding, or any pupil mental health concerns.  5d  Working closely with the designated safeguarding lead | DfE, 2024. *Keeping children safe in education.* Statutory guidance for schools and colleges. London: DfE  HM, 2023. *Working Together to Safeguard Children,* statutory guidance.  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, 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? |