# Curriculum: PGCE History (11-16) with QTS\*

# AY 21/22



**Rationale of curriculum sequence**

## **Course: PGCE History**

## **Course Leader/Author: Rhonwen Bruce-Roberts**

The PGCE year is divided into three phases for the development of trainees’ professional practice: Initial, Developmental and Consolidation. In each phase the History PGCE Curriculum Strands will be explored, with each phase building on and extending prior learning, for example subject and pedagogical knowledge or how pupils learn, which results in deep learning and mastery which is articulated by Counsell (2021,p.37):

‘a curriculum is continuous and not just a sequence or chronology. It’s much more like a narrative…because a narrative has the effect of keeping multiple plates spinning at once. Thus, the earlier stages stay warm in the memory so that they form part of the backcloth through which we interpret every new element’.

This narrative informs the ‘conceptual backcloth’ around which we sequence the acquisition of knowledge throughout the modules which effectively deploys a broad range of appropriate formative assessment strategies to support trainees in making progress. The curriculum is informed by clear principles and is carefully sequenced with inter-connections enabling concepts to be developed cumulatively. A spiralised and interleaving approach is used in the design to provide an ambitious and academic curriculum which prepares our trainees to be the educational leaders of the future bringing theoretical learning into the classroom whilst learning on Professional Practice through an enquiry approach, input and modelled by their expert subject mentor with an awareness that  learning is not always linear.  In sessions, trainees will drill down into subject specific components relating to specific strands such as Equality, Diversity and Inclusion with sessions being delivered on wellbeing, SEND, EAL and PP through the lens of History education prior to starting their first placement and revisiting throughout building on prior learning of how pupils learn.

These strands incorporate and extend the Core Content Framework (CCF) for Initial Teacher Training (2019) as our intent is broader in providing trainees with an inclusive, research-informed, rich, broad, balanced and challenging curriculum, for example knowing how to engage with history beyond the classroom, using the historic environment, local and public history to enrich and deepen school children’s knowledge of the past. The curriculum is sufficiently flexible and adaptable to meet trainee personal and professional needs whilst also addressing local, national and subject priorities and needs underpinned with the belief that all pupils deserve the best teacher of history which is the result of well qualified and highly skilled teachers that make a difference to lives and futures of the pupils they teach. The curriculum is carefully sequenced and connected across school- and centre- based learning environments, therefore, learning is complementary and reinforcing as trainees have ample opportunity to interweave their theoretical learning with their learning on Professional Practice where they have the support and input of their expert-subject mentor. For example, linking to the Ofsted History Research Review (2021) specific pedagogical models in relation to disciplinary knowledge. All learning is located within and reflects the History context in which trainees train to be expert teachers of History.

The History PGCE curriculum is designed to ignite trainees’ intellectual curiosity about the nature and purposes of history in the school classroom and to know something of past and ongoing debates that surround the subject. Alongside historical knowledge, there is a high focus on the development of mastery knowledge of the specific substantive knowledge and disciplinary knowledge in history education to ensure trainees know more and remember more whilst taking into account the latest developments in policy, research and professional practice (Ofsted, 2021). With further exploration into the major issues that teachers of history encounter in their daily professional lives, the curriculum provides opportunities for trainees to reflect and engage in many of the debates on school history teaching and reach informed judgements and argue their own point of view with deeper theoretical knowledge and understanding of key issues providing clear thinking and excellent professional action (Counsell, 2021). The Ofsted research review into History (2021) observes that History education is at its best when itis supported by ‘the research, theory and experience of academics, tutors and practising history teachers’. Therefore, the curriculum aims to develop History ITE trainees as autonomous beginner educational professionals and the future educational leaders of tomorrow by being becoming reflective, critical and research minded expert teachers of History. This is achieved by developing knowledge and understanding of how history as a discipline is thought about and interpreted in the school curriculum. Centre and school based training provides opportunity for all trainees to learn and master essential concepts, knowledge, skills and principles of the subject alongside wider educational research into how children learn; cognitive psychology; modelling and scaffolding to build on pupils’ prior learning and reflect on the implications this might have for effective history teaching.  For example, trainees learn and think about the nature and purposes of history in the school classroom and to know something of past and ongoing debates that surround the subject, such as school history and ‘knowledge’ (Chapman, 2021). Trainees are concurrentlyintroduced to how ‘knowledge’ is constructed and understood in the history classroom. Whilst simultaneously, the framing and organisation of that knowledge is explored, from the single lesson via historical enquiry to the sequencing of lessons. As well as focusing upon how History allows other areas, such as controversial issues and issues of social justice and diversity to be addressed in the classroom which is closely aligned with the Edge Hill ITE Pillars which are interwoven throughout. The expectation is for trainees to influence significant debate about history education, therefore, the curriculum  builds on strong substantive knowledge, thorough conceptual understanding of history as a discipline, a clear grasp of how to plan for and assess pupil progress in history, well-practised procedural skills and an awareness of the importance of history education for social and epistemic justice (Herman, 2015, p.147).

**References**

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|  |  | Trainees should… | Prior to PP | End of Initial PP | End of Developmental PP | Interim on Consolidation PP | End of Consolidation/Course |
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| PILLAR 1  | Personal & Professional values, attitudes and beliefs | *Learn that:* | - All professionals have a legal duty to keep children safe-Teachers should uphold public trust in their conduct.-SENCOs, pastoral leaders and other specialist colleagues have valuable expertise to ensure that appropriate support is in place for pupils. | -Teaching is a profession with standards of conduct and behaviour.-A healthy work/life balance is important for all teachers -Pupils are influenced by teachers (role models) with regards to their attitudes, values and behaviours. | -Teachers have a role to play in generating educational knowledge.-Educational research should inform practice -Professional development is a sustained process over time that will impact positively on pupil outcomes. |  - Teachers of History should actively contribute to the wider life of the school and have a responsibility to do so. - Teachers of History need to decolonise own thinking, be sensitive and should model how to engage with emotional and controversial histories. | -Ongoing CPD is important for professional and personal development in teaching e.g. Historical Association, National Archives, British Library. - Progression on ITE should underpin their development as History ECTS. |
| *Learn how to:* | -Identify safeguarding concerns and know how to report them-Conduct themselves as professionals | -Manage their time and workload effectively-Engage in professional development, through critical reflection and mentor guidance -Build professional relationships with parents/ carers and colleagues. | -Trial and critically evaluate new approaches in their practice with a view to developing practice e.g. EuroClio, Heirnet, History Education Research Journal.-Understand and support the ethos of the school as well as contributing to the wider life of the school. | -Communicate effectively and collaborate with parents/carers and other colleagues (e.g. Pastoral Leads/SENCO) in the interests of pupils e.g. appropriate support to be included in planning. | -Set targets and identity next steps for career/ECT progression-Contribute to the effective working of a History department  |
| PILLAR 2 (Subject & Curriculum knowledge) | How learning occurs & progression | *Learn that:* | -An important factor in learning is memory and it can be overloaded.-Taking pupils’ prior knowledge into account is key for successful learning.-Complex concepts to be broken down into smaller steps to avoid potential misconceptions, for example sense of period. | -ALC and Teaching Backwards are effective for structure to enable progression of knowledge, skills and understanding.-Pupils learn at different rates and require different levels and types of support from teachers to succeed. | -Retrieval, scale switching, spaced and interweaving in planning sequentially helps pupils to improve their historical memories.-Teacher expositions in the form of analogies, knowledge organisers, storytelling, memory aids, worked examples facilitate in avoiding cognitive overload. | -Providing pupils with success criteria and appropriate support can assist in developing them as learners.-Metacognitive strategies allow pupils to think about their own learning more explicitly e.g. Metacognitive Reflections With Casual Debates & Discussions. | -Historical enquiries and enquiry-based learning models the disciplinary practice of History so pupils will be able to know, think and communicate about history at a more advanced level. |
| *Learn how to:* | -Use taxonomies to plan for increasingly complex learning which builds on prior learning-Model, demonstrate, scaffold when designing learning activities to provide effective explanation of historical events. | -Plan lessons which build on prior learning and enable progression in disciplinary knowledge.-Anticipate misconceptions and preconceptions to inform planning e.g. Miserable Middle Ages, all women voted in 1918. | -Plan a series of lessons which interweaves previous learning and opportunities for re-call-Teach using a range of approaches for modelling and scaffolding e.g. worked examples, live modelling. -Withdraw scaffolding as knowledge builds to ensure apt stretch and challenge  | -Embed the principles of Rosenshine in all their T&L tasks.-Use data to identify areas of intervention/support-Teach, drawing on a range of learning theories and practice, including a considered use of approaches to enable pupils to make progress in developing disciplinary skills. | -Contribute to aspects of curriculum planning using the ‘curriculum as the progression model’ and using historical enquiries as building blocks.-Review Curriculum to challenge thinking and learn that the past was full of diverse people. |
| Curriculum & subject knowledge | *Learn that:* | -Many views about the forms of knowledge in history, need to learn how the discipline has been and is currently conceptually theorised. History consists of Substantive and Disciplinary knowledge. -There are strengths and weaknesses to the conceptual, processual and content demands of the current History National Curriculum, for example hidden and marginalised histories. | -Particular philosophies impact practice. Philosophy and the way the language of school history has evolved.-History teaching as the exploration of historical enquiries rooted in disciplinary concepts and/or processes.- History is a subject which makes extensive use of language in all its forms | -Methods to develop motivation and engagement in history links to existing knowledge and interests (e.g. decolonisation).-Secure historical knowledge supports application and understanding of chronology and a sense of period.-Lessons informed by decolonising methodology and consider the current history curriculum and the pedagogy through which it is delivered. | -Social and epistemic justice is never far from a history teacher’s mind. Debates about the purposes of history teaching, how it should be taught shape what is taught in the classroom.-Statutory and non-statutory curriculum guidance and frameworks should be drawn on when planning and teaching sequences of lessons with critical evaluation. | -Points of contact exists between History and other subjects e.g. Citizenship, PSHE.-Planning should be underpinned by up-to-date historical scholarship or teaching becomes inaccurate and stale |
| *Learn how to:* | -Audit their own subject knowledge and identify resources/tools to develop areas of weakness.-Sequence subject knowledge so that pupils make progress of knowledge and skills in history, both first and second-order concepts. | -Observe expert colleagues planning and teaching a series of lessons for progression in second-order concepts for complex understanding and develop engagement in history e.g. historical enquiries; using primary source material.-Actively develop pedagogical content knowledge in relation to key concepts e.g. inference, artefacts, learning outside the classroom.-Provide opportunities for high-quality classroom talk to support pupils with articulating key ideas, consolidating understanding and extending their vocabulary using the three tiers and substantive concepts in history.  | -Include key historical vocabulary, concrete examples, analogies, models and illustrations in their planning and delivery so that pupils are able to learn the essential concepts, knowledge, skills and principles in history. -Use high-quality spoken language and subject specific high-frequency vocabulary to enable pupils to make progress in reading and writing development.-With mentor, explore the example of CARGO Classroom as a decolonising methodology.-Use data and graphs to interpret information, identify patterns and trends and draw appropriate conclusions | -Appreciate the wider curriculum both within history and between subjects and recognise the importance of revisiting the ‘big ideas’ of history over time and help pupils to apply their knowledge and skills to other contexts.  - Draw more explicit links between new content and core concepts. Lesson planning will show a balance of exposition, repetition and practice of key skills and knowledge, supporting the development of more complex mental models.-Contribute to departmental planning. | -Design History SOW that ensures progression through Substantive and Disciplinary knowledge which is enquiry based and plans for and assesses progress in pupils’ understanding of historical concepts and processes drawing from N.C, Ofsted Research Review and relevant reports e.g. Black Curriculum, Royal Historical Society Report, Runnymede Report. |
| PILLAR 3 (The craft of teaching & pedagogy) | Assessment | *Learn that:* | -Historical enquiries across sequences shape assessment e.g. scales of knowledge and why some whole school assessment strategies are problematic.-Assessment provides teachers with information about pupils’ understanding and needs.-Questioning is essential for teachers; questions can be used to check pupils’ prior knowledge, assess understanding and break down problems, promote thinking, | -Feedback can be verbal as well as written-Formative assessment can take many forms but should always assist pupils in making progress.-Pupils receive and react to feedback differently and take this into consideration in practice.  |  -Planning for learning includes planning for learning questions to take place-Planning formative assessment tasks linked to lesson objectives and thinking ahead about what would indicate understanding (e.g. by using hinge questions to pinpoint knowledge gaps) | - Assessment should be part of the TLA cycle, drawing conclusions about what pupils have learned by looking at patterns of performance over a number of assessments (e.g. appreciating that assessments draw inferences about learning from performance).-Make use of data to recognise trends and identify where support/intervention may be needed. | -History assessment can vary depending on the model of progression used and what forms of knowledge informs curriculum planning.  |
| *Learn how to* | -Use formative assessment practices recognising that teaching and learning activities should be adapted as a result. -Recognise the range of ways that feedback can be given that are both effective and time efficient.-Use history specific progression models e.g. Hammond’s Layers of Knowledge, Ford’s historical knowledge model, Seixas and Morton’s ‘Big Six’ model. | -Manage marking so that it informs future planning-Summatively assess progress -Develop range of questioning and make use of some formative strategies to monitor pupils’ progress. -Use marking and feedback strategies effectively within the lessons they teach and identify how pupils act on feedback to make progress. |  - Provide verbal or written feedback which enables pupils to make further progress -Plan lessons which build in time for pupils to respond to feedback e.g. DIRT. | -Develop understanding and practice of effective self and peer assessment. -Continually adapt the teaching to respond to emerging learning needs.-Consistently use specific, helpful, and manageable marking and feedback strategies effectively within the lessons they teach to enable all pupils to make progress. | -Accurately mark/assess against national benchmarks (such as GCSE specifications) -Independently design formative and summative assessment opportunities for the purpose of generating proof of learning |
| Adaptive Teaching | *Learn that:* | -Pupils are likely to learn at different rates and require different levels and types of support from teachers to succeed.-Pupils’ differences, including their different levels of prior knowledge, and potential barriers to learning, are a fundamental part of teaching.-Pupils with SEND are likely to require additional or adapted support. | -Some pupils need new content to be broken down further.-Data is important to give tailored support and challenge to individuals.-Pupils from diverse backgrounds have diverse preconceptions.-Too much scaffolding hinders progress. | -Adaptive teaching should be at the centre of a pupil-focussed approach to learning, rather than a ‘bolt on’-Certain groups of pupils (e.g. ASD) will struggle with T.E.A.C.H in History.-History and its relationship to identity is much debated. If a knowledge of history shapes identity, then this has implications for what is taught in school history lessons and how.  |  - Inclusive History should reflect the experiences of all learners - In some areas of History, sensitivity is needed with certain topics (e.g. gender, disability histories) to ensure the approach is inclusive.-To meet the needs of all pupils, need to build in additional practice or remove unnecessary expositions. |  - Teaching should take account of individual needs rather than a homogenous approach to adaptive teaching. |
| *Learn how to:* | -Provide basic scaffolding to assist learners who may need it-Implement history pedagogy that fosters the belief that all pupils can achieve through adaptive pedagogies.-Avoid artificially creating distinct tasks for different groups of pupils or setting lower expectations for particular pupils. | -Observe how expert colleagues adapt existing lessons with support rather than creating distinctly different tasks.- Seek the support of expert colleagues (e.g. SENCO) |  - Adapt their teaching to meet the needs of specific pupils (e.g. SEND) by providing targeted support to pupils who are struggling e.g. through using dual coding and translanguaging to support EAL pupils.-Effectively use teaching assistants and other adults in the Classroom. | -Adapt their teaching/approach to meet the needs of key groups including PP or HAPs.- Seek out additional support as/when needed-Plan to build on prior learning with appropriate stretch and challenge for all pupils e.g. ranking, justifying, categorising, thinking and writing like a historian- developing the skills of critical thinking, evaluation. | -Plan opportunities to stretch HAPs with KS5 learning- Read/Utilise data for the purpose of identifying pupils who may additional needs.-Consistently apply a range of research-informed strategies to accelerate language learning for SEND and EAL pupils |
| Behaviour | *Learn that:* | -Creating a culture of respect and trust in the classroom that supports all pupils to succeed (e.g. by modelling the types of courteous behaviour expected of pupils).-Building effective relationships is easier when pupils believe that their feelings will be considered and understood. | -Pupils are motivated by intrinsic factors (related to their identity and values) and extrinsic factors (related to reward).-Consistency and routines are crucial for high expectations. | -Pupils are driven by their prior experiences and perceptions of success and failure, which impacts on their investment in learning. | -Communicating with parents/carers/other colleagues is an important part of managing behaviour.-Pupils to believe that their feelings will be considered and understood. | - Effective relationships with parents and carers can improve pupils’ motivation, behaviour, and academic success. |
| *Learn how to:* | -Greet pupils and model courteous and encouraging language.-Self-regulate own emotions and expectations in order to positively impact pupils’ ability to learn. | -Set high expectations in their lessons and enforce these in an appropriate way-Implement policies related to behaviour management and well-being of pupils-Prepare for common behaviour issues and plan how they will be addressed.-Check pupils’ understanding of instructions before a task begins.-Create an effective learning environment by establishing and reinforcing routines (including through positive reinforcement) | -Plan lessons which reduce opportunities for low level disruption.-Work alongside colleagues as part of a wider system of behaviour management (e.g. recognising responsibilities and understanding the right to assistance and training from senior colleagues).-Maintain high expectations which impact pupil outcomes by setting goals that challenge and stretch all pupils-Respond quickly to any behaviour or bullying that threatens emotional and/or physical safety | -Develop their own approaches/systems to motivating pupils and managing behaviour-Support pupils to self-regulate their emotions and know that this affects pupils’ ability to learn and succeed.-Consistently ensure a predictable and secure learning environment that is supportive and inclusive for all pupils with high-quality teaching and behavioural expectations embedded within the daily routine | -Take pastoral responsibility for a group of pupils as a way to assist with managing the pupil experience in History.-To critically analyse educational research and evaluate its use for teaching.-Seek opportunities to make valuable contributions to the wider life of the school in a broad range of ways |
| SFE PRIORITIES AY 21/22 | English as an Additional Language (EAL) | *Learn that:* | * Jim Cummins framework is essential for pupils with EAL esp. with a focus on context embedded, cognitively demanding
* Developing an understanding of prior historical knowledge and how to obtain this from learners.
* CALP and BIC skills are important for language acquisition and teachers need to plan for them
* That it is important to include context embedded and cognitively demanding work for all pupils but especially those with EAL
 | * That it is important to address misconceptions such as learners with EAL have an additional need not special need
* EAL learners are not a homogenous group
* How context embedded and cognitively demanding is simply good teaching and useful for all learners. For example embedding experiences of learners into history lessons through teaching of diverse histories challenging negative narratives such as the Eurocentric view of the Crusades or Early Modern Histories. Promote a decolonised view of the past e.g. Islamic Crusader Queens
 | * The Jim Cummins Iceberg model – that language 1 and language 2 are interdependent
* That children with EAL need extra support with colliquations, vocabulary depth and vocabulary breadth and so the teacher needs to consider this at the planning stage
* There are stages of progression to language development and relate to Hilary Hester’s BEL stages
* Group work and discussion is essential for language acquisition in all subject disciplines e.g. Teaching Emotional and Controversial Histories.

  | * There are various approaches within all subject disciplines that support all children with context embedded and cognitively demanding work. For example teaching decolonised histories e.g. Middle East and Asia– common origins of EAL learners.
* It is important to understand how to manage children’s behaviour and recognise whether the behaviour is related to feelings of isolation and/or language barriers
 | * Pupils with EAL may have additional barriers to their learning such as experiences of being a refugee or external pressures such as the need to be the translator for their family
* It is important to use the BEL stages for assessment but that there are other models
* The importance of avoiding cultural appropriation and challenging stereotypes through decolonised pedagogy to ensure a truly inclusive history curriculum.
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| *Learn how to* | * Adapt teaching to include dual language cards or text to support language acquisition in their subject discipline
* Identify key vocabulary that will be needed in their subject discipline
 | * Ask the teacher questions about their practice.
* To ask questions about the rationale for grouping children with EAL esp. if they observe a pupil with EAL in a lower competency group
* Adapt their teaching and standard schemes of work so that they can offer context embedded and cognitively demanding activities that support language acquisition
 | * Use dual language books, flashcards, and visual aids to support reading comprehension
* Evaluate resources and activities related to their discipline that may be suitable for pupils with EAL including visits to museums and outdoor learning spaces e.g. visit to Maritime museum in Liverpool and Conwy Castle to showcase a non-decolonised narrative in exhibitions
* Recognise the 4 BEL stages of development and identify some of the approaches that may be suitable for specific stages of language acquisition
 | * Use the BEL stages for assessment
* How to celebrate culture, languages and difference in all classes and throughout a school
* Be sympathetic to the needs of pupils with EAL and those who are refugees
* Address ways of supporting families who have EAL. To include history’s role in the wider community and cohesion through curriculum through the teaching of hidden and marginalised histories and its relationship with local, communal, regional and national identities.
 | * Assess the stage of language development through assessment stages and consider support strategies
* Evaluate (and if necessary, challenge) any poor EAL practices in school
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| Relationship & Sex Education (RSE) | *Learn that:* | * The goals/aims for RSE are very different to the aims or goals of other curriculum subjects and these should be recognised and foregrounded when teaching it
* There are 4 core areas to the statutory secondary RSE curriculum: Identity, gender and sexuality, Consent and healthy relationships, Anatomy, sexual health and fertility, and RSE in a digital context

Ground rules in RSE teaching are important. | * In the RSE classroom, consciously ensuring pupil safety is paramount given the often-sensitive nature of the subject matter and the goals of the curriculum
* Awareness and the use of language in RSE is important e.g., heteronormative, cis-normative etc.
* The RSE classroom is not the place to debate their morality but to provide non-judgemental information about how to access services etc
 | * SRE should Provide information which is realistic and relevant, and which reinforces positive social norms

Lessons should start where students are: find out what they already know, understand, are able to do and are able to say | * Importance of avoiding making any assumptions about pupils, taking a measured, rather than value-laden approach

RSE dovetails with foundational knowledge for understanding other compulsory topics such as fertility, sexual health, FGM and menstruation (which is technically part of health education). | * RSE includes planning to teach explicit life skills (e.g., planning, decision-making skills), specific skills (e.g., communication, sexual negotiation skills) and promote resilience.
* Distancing techniques which will enable learners to depersonalise the topic being discussed, should be incorporated
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| *Learn how to* | * Reflect what the new guidance means for their own teaching practice
* Appreciate the role, purpose and value of RSE in the curriculum
* Create a classroom environment which encourages explorative learning, questioning and development while ensuring safety
* Understand that history has at its heart the ways in which people may have felt, thought and behaved, the decisions, both personal and social, that they made about how to live, within the constraints of past times, from which current values and attitudes emerged
 | * Gently challenge misconceptions and misuse of language which emerge
* Model acceptance and celebration of differences in sexual orientation, sex preference and decisions (while always championing consensual relationships)
* Promote a sense of empathy consistently extended in lessons. History demands an understanding of others, such as that of LGBTQ+ and the Holocaust.
 | * Ensure that any bi/homophobia, bullying, offensive language is challenged in the classroom, whatever the basis of the viewpoint
* Take a positive approach which does not attempt to induce shock or guilt but focuses on what students can do to keep themselves and others healthy and safe and to have positive, healthy relationships
 | * Respond to challenges that they might encounter in the RSE classroom
* Avoid pedagogy that may be misleading and contribute to shame and stigma
* Apply a wide variety of approaches to teaching and learning, with an emphasis on interactive learning and the teacher as facilitator.
* Link RSE to diverse histories by teaching histories that have a clear purpose and rational that emphasises identity, values and diversity; Teach history as both a body and form of knowledge; Allow for independent inquiry; Provide time and opportunity to reflect and cover different perspectives and beliefs; Explore different narratives and the past from different perspectives; Expose learners to large variety of sources.
 | * Ensure that students are informed, empowered and safe as they develop and grow through secondary school and beyond
* Develop strategies and resources for teaching RSE, relating specifically to Identity, gender and sexuality, Consent and healthy relationships, Anatomy, sexual health, and fertility, and RSE in a digital context
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| Safeguarding & digital wellbeing | *Learn that:* | * Safeguarding and Digital Wellbeing is an essential part of ITE and looking after pupils, colleagues and themselves. Inclusive of their conduct when learning and teaching online.
* All professionals have a responsibility and duty of care for the pupils, colleagues and themselves in relation to the Recognise, Respond and Report (3R’s)
* Keeping Children Safe in Education (2021) and Working together to safeguard children (2018) are of fundamental importance and a valuable source of guidance for all educational professionals.
* Settings have their own Safeguarding Policies which must be followed by all in that setting.
* Every setting should have a Designated Safeguarding Lead (DSL) who is the first point of contact for any safeguarding concerns.

Safeguarding pupils involves not promising confidentiality, sharing pertinent information and reassuring the pupil of their disclosure. | * Every setting has their own safeguarding policy and all professionals in that setting should uphold its content and ethos.
* Pupils are not a homogenous group and therefore support for safeguarding needs to be individualised whilst also still following all safeguarding procedures
* Peer on Peer abuse and sexual harassment are current priorities for all settings.
* The following are requirements to know and implement as a teacher:
* 1) they are essential part of the safeguarding system for children.
* 2) To identify concerns early, provide help, promote welfare and prevent concerns from escalating.
* 3) Providing a safe learning environment for all pupils and young adults.
* 4) Be prepared to identify children / young adults who may benefit from early help
* 5) Safeguard children’s and young people wellbeing and maintain public trust in the teaching profession as part of their professional duties
 | * Safeguarding relies on a wider network of support and intelligence sharing, such as across a school or LEA setting.
* Bullying, including Cyberbulling is wrong and can take many forms.
* Safeguarding involves promoting the welfare of children and colleagues within the school and wider community.
 | * The adverse experiences of pupils can have an affect upon learning and progress
* The wider impact of safeguarding of pupils, vulnerable young people in relation is linked to Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE).

A high quality RSE curriculum can assist n safeguarding pupils by embedding knowledge and understanding and empowering teachers to provide/recognise safeguarding concerns. | * Safeguarding is everyone’s responsibility and that a child centred approach will ensure this is as essential.
* Consistent awareness and professional development will ensure the protection and care in a proactive way for all pupils, colleague and themselves.

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| *Learn how to:* | * Undertake an Audit of safeguarding knowledge and understanding underpinned by KCSIE (2021) online resource to identify their readiness for professional practice.
* Engage with further CPD development undertaken through Prevent training (Government link)
* Identify the signs of possible abuse
* Report disclosures to the necessary DSL including the DSL at Edge Hill

Keep themselves safe online and in settings by, for example, ensuring they do not promise confidentiality, only share information with key staff (e.g. DSL), and not prompting the pupil during their disclosure. | * Confidently and competently report safeguarding concerns in their setting and at University.
* Conduct themselves in a professional and safe manner in educational Setting.
* Respond to a pupil’s disclosure and act immediately adhering to the necessary steps.eg. recognising signs of abuse / knowing what County lines involves and the impact on the school / community.

Implement procedures and processes in line with an educational setting including reporting incidents/concerns to the DSL | * Identify how a safe and secure environment is established for pupils.
* Identify the importance and essential approach to ensuring the welfare of pupils both in school and their community.

Seek advice and guidance for professional colleges on sensitive issues regarding welfare and safeguarding eg. Inclusive of FGM and Prevent and other essential areas of safeguarding. | * Identify symptoms and situations related to safeguarding within a school and wider context. Supporting and reinforcing focus from the RSE curriculum involving essential topics such ‘Sexual Harassment’ and ‘Peer on Peer Abuse in school’

Recognise the impact of Adverse childhood experiences and different forms this can take upon their learning and education. | * Become a confident and competent advocate regarding safeguarding and digital wellbeing within a school and wider context.
* Identity when to act upon situations and the professional manner this must uphold.

Undertake further professional awareness and understanding through continual updates provided by the DfE, Designated Safeguarding Lead (setting they are employed in), NSPCC updates and policy guidance aligned to DfE. |