# Primary Initial Teacher Education: Curriculum Plan

**STRAND: Postgraduate Programmes**

***NB – this curriculum plan identifies when trainees will ‘meet’ content for the first time – the intention is that at each phase, university and school-based colleagues will support trainees in recalling, refining, applying and discussing content from the previous phases.***

**Curriculum Intent:**

Through our Initial Teacher Education Curriculum, it is our intention that all Edge Hill Primary teacher 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 will understand the importance of developing a positive, predictable and safe environment for pupils to enable them to learn to their full potential.

| **Phase** | **Learn that…** | **Learn how to…** |
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| **Phase 1**  **(University-led)** | **Trainees will know:** | **Trainees will be able to:** |
| * 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. | * Seek the support of professionals with any safeguarding concerns and have an understanding of what sorts of behaviour, disclosures and incidents to report. |
| * Schools have systems which support safeguarding in the form of policies such as Safeguarding Policy, Child Protection Policy, Staff Behaviour Policy (Code of Conduct) |  |
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| * That the keeping Children Safe in Education document is statutory guidance for all teachers/schools/college staff |  |
| * That adverse childhood experiences can affect a child’s ability to learn and make progress | * Recognise some of the symptoms of any adverse childhood experiences such as attendance, changes in behaviour |
| * Information sharing is essential for the identification of patterns of behaviour.   LT 8.6, L8.7 |  |
| * What to do if a child tells them he/she/they are being abused or neglected |  |
| * Honour-based abuse is a safeguarding issue and there is a legal duty on teachers to report female genital mutilation to the police. |  |
| * The categories of abuse | * Recognise some indicators of child abuse and neglect |
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| **Trainees will understand:** | **Composite knowledge/understanding/skills**  *By the end of this phase trainees will* ***know:***  Schools have safeguarding policies and a designated safeguarding lead  *By the end of this phase trainees will* ***understand:***  Safeguarding and promoting the welfare of children is everyone’s responsibility  *By the end of this phase trainees will* ***be able to:***  Seek the support of professionals in recognising what sorts of behaviour, disclosures and incidents to report  Essential reading:   * DfE, 2021. *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? Themost comprehensive overview of child protection in the UK 2020. NSPCC online.   Assessment:  Online Safety Task  Keeping Children Safe in Education 2021 Quiz  Prevent training to be completed prior to school and checked by PT. |
| * The current legislation and policies for safeguarding and child protection including the Prevent Duty   LT 8.6, L8.7 |
| * the importance of accurate record keeping, listening to the views of the child, sharing information in a timely manner. |
| * Why teachers need to protect themselves as well as their pupils |
| * In theory, what to do if a child makes a disclosure |
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| **Phase 2**  **(School-led – Professional Practice 1)**  *\*Trainees will observe, discuss, apply and secure the knowledge, understanding and skills developed at Phase 1 and will add the following…* | **Trainees will know:** | **Trainees will be able to:** |
| * They should avoid any conduct which would lead any reasonable person to question their motivation and intentions and take responsibility for their own actions and behaviour | * Demonstrate professional conduct (such as social conduct outside school, dress and appearance, physical contact, one to one situations, photography, videos, images) |
| * Schools have systems which support safeguarding in the form of policies such as Safeguarding Policy, Child Protection Policy, Staff Behaviour Policy (Code of Conduct) | * Seek the support of the school’s designated safeguarding lead, if they have a cause for concern |
| * What activities safeguarding induction involves | * Seek the support of the DSL in relation to managing allegations and whistle-blowing |
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| **Trainees will understand:** | **Composite knowledge/understanding/skills**  *By the end of this phase trainees will* ***know:***  the role of the designated safeguarding lead.  *By the end of this phase trainees will* ***understand:***  the school systems which support safeguarding  *By the end of this phase trainees will be* ***able to:***  Assessment School led phase 2 and 4.  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? |
| * The school’s policies and systems which support safeguarding |
| * They are accountable for the way in which they: exercise authority; manage risk; use resources; and safeguard children |
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| **Phase 3**  **(University-led)**  *\*Trainees will review the knowledge, understanding and skills developed at Phases 1 and 2, and will add the following…* | **Trainees will know:** | **Trainees will be able to:** |
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| **Trainees will understand:** | **Composite knowledge/understanding/skills**  *By the end of this phase trainees will* ***know:***  *By the end of this phase trainees will* ***understand:***  *By the end of this phase trainees will be* ***able to:*** |
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| **Phase 4**  **(School-led – Professional Practice 2)**  *\*Trainees will observe, discuss, apply and secure the knowledge, understanding and skills developed at Phases 1, 2 and 3, and will add the following…* | **Trainees will know:** | **Trainees will be able to:** |
| * A range of activities and resources that can be used in the classroom to raise children’s awareness of safeguarding issues | * With the support from an expert, raise children’s awareness of the different types of abuse using a range of classroom activities |
| * that a predictable and secure environment benefits all pupils | * Develop a positive, predictable and safe environment for pupils |
| * A range of approaches to ensure online safety | * With guidance from an expert, provide a safe and secure environment to protect themselves from potential allegations |
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| **Trainees will understand:** | **Composite knowledge/understanding/skills**  *By the end of this phase trainees will* ***know:***  how to provide a safe environment for children to make disclosures, and to develop children’s awareness of safeguarding issues  *By the end of this phase trainees will* ***understand:***  the importance of accurate record keeping, listening to the views of the child and sharing information in a timely manner  *By the end of this phase trainees will be* ***able to:***  With the support from an expert, respond to a child’s disclosure |
| * that teachers may be required to support other agencies and professionals in child protection |
| * the importance of accurate record keeping, listening to the views of the child, sharing information in a timely manner. |
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| **Phase 5**  **(University-led)**  *\*Trainees will review the knowledge, understanding and skills developed at Phases 1, 2, 3 and 4, and will add the following…* | **Trainees will know:** | **Trainees will be able to:** |
| * Remote home learning can present a safeguarding risk to children and affect their mental well-being (Covid-19) | * identify signs such as changes in behaviour or poor attendance that may present a cause for concern in relation to remote home learning, CCE, CSE and sexual harassment. |
| * Child Criminal Exploitation (CCE), Child Sexual Exploitation (CSE) and sexual harassment (including peer on peer) are forms of abuse |  |
| * Safeguarding concerns within the local area in addition to county lines. |  |
| * Examples of poor practice from research and serious case reviews that have shown the dangers of failing to take effective action |  |
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| **Trainees will understand:** | **Composite knowledge/understanding/skills**  *By the end of this phase trainees will* ***know:***  the range of safeguarding issues  and concerns within the local area  *By the end of this phase trainees will* ***understand:***  that safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside of these environments  *By the end of this phase trainees will be* ***able to:***  along with others, contribute to keeping their pupils safe in education. |
| * that safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside of these environments |
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