



HERTFORD
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Supporting holistic delivery: developing learning activities to integrate core and occupational specialism content in T Level: Education and Childcare

Occupational specialism: early-years educator

Scheme of learning – September 2022, Version 3.0
T Level in Education and Childcare 603/5829/4

Core element (CE) performance outcomes (PO) knowledge (K) and skills (S)

Curriculum intent	Theme 1: Legislation – linked to core elements (CE): 3 Safeguarding, health and safety, and well-being (performance outcome (PO) 4 in its entirety) 10 Equality and diversity 11 Special educational needs and disability The occupational specialism (OS) is linked to these CEs with knowledge (K) gained and skills (S) acquired; full details are shown in the PO table below. <u>CE 3: Safeguarding, health and safety and well-being (PO4 in its entirety)</u> 3.1 The legal requirements and guidance relating to security, confidentiality of information, safeguarding, health, safety and well-being 3.2 How statutory guidance informs settings' policies and procedures 3.3 How legislation informs organisational policies and procedures for recording, storing and sharing information on children's and young people's progress, needs and welfare <u>CE 10: Equality and diversity</u> 10.1 The basic principles of law, regulations and codes of practice that underpin equality, diversity and human rights 10.2 The links between legal requirements and organisational policies and procedures relating to equality, diversity, discrimination, confidentiality and the rights of children and young people <u>CE 11: Special educational needs and disability</u> 11.1 The laws, codes of practice and policies affecting the provision for children and young people with special educational needs and disabilities (SEND) 11.3 The principles of integration and inclusion and the difference between them
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	11.4 Why practitioners must use appropriate terminology when discussing the needs of children and young people with SEND NB: Other content within the CEs will need to be taught as separate, additional sessions to complete knowledge in and around these topics. The theme of legislation in education and childcare covers not only theoretical aspects but also the practicalities that learners need to be aware of, become familiar with and use (by following guidance, policies and procedures on a daily basis at work) in early-years settings. It is important for learners to research and understand the background of legislation, the processes surrounding the making of legislation, as well as to understand why legislation is needed, for example, to learn how the legislation process is discussed by central government (House of Commons, House of Lords and Royal Assent) and how laws or statutory requirements are introduced to the education and childcare sector. Learners also need to understand and make links between the use of policies, how policies are created by different organisations and the daily procedures in their placement setting and their professional practice. NB: This scheme of learning (SOL) and teaching resources are designed for early-years settings. However, they can also be used and linked to the OS of supporting teaching and learning and learners' practical experience in schools. Therefore, when education and childcare or early years are mentioned, the content can also be applied to supporting teaching and learning.
Curriculum implementation	The aim is to help learners understand the importance of legislation, including the processes in and around approving laws and the associated terminology. Learners will then be able to make links to everyday practice in early-years settings. Following the rules laid out in policies and procedures will ensure the safety and well-being of children and adults (CE3), and address the need for equality and diversity (CE10) and inclusion (CE11) in a placement setting. Full details of how learners can use this information can be found in the teaching resources (PowerPoints and lesson plans), which contain notes on teaching delivery and links to resources that cover a variety of teaching methods.

Links to CEs, OSs and Maths, English and digital competencies are explained at the beginning of each session.

Legislation included in this qualification:

- a) Health and Safety at Work etc. Act 1974
- b) United Nations Convention on the Rights of a Child (UNCRC) 1989 (PO K5.1)
- c) Children Act 1989/2004 (PO K5.1)
- d) Care Standards Act 2000
- e) Freedom of Information Act 2000
- f) Sexual Offences (Amendment) Act 2000
- g) Female Genital Mutilation Act 2003
- h) Safeguarding Vulnerable Groups Act 2006
- i) Childcare Act 2006 (PO K5.1)
- j) Equality Act 2010
- k) National Curriculum in England: Framework for Key Stages 1 to 4 2013
- l) Children and Families Act 2014
- m) Prevent Duty Guidance 2015
- n) SEND Code of Practice: 0–25 Years 2015
- o) Children and Social Work Act 2017
- p) Working Together to Safeguard Children 2018
- q) Sexual Violence and Sexual Assault Between Children in Schools and Colleges Guidance 2018
- r) GDPR 2018 – Different Principles
- s) Data Protection Act 2018
- t) Keeping Children Safe in Education 2019
- u) Guidance for Safer Working Practice for Those Working with Children and Young People in Education Settings 2019
- v) Early Years Foundation Stage (EYFS) Statutory Framework 2021 (CS1, CS2, CS3 and CS4)

Curriculum impact	Learners will be able to identify, understand, use and apply policies and daily procedures appropriately in a setting to keep children and adults safe and to ensure that equality, equity, diversity and inclusion are assured at all times. They will understand the reasons for and the need to adhere to the legislation, policies and procedures at all times while working in the education and childcare sector. After researching legislation and how it links to the policies and procedures in their placement setting (on an ongoing basis), learners will be asked to find the policies and link the resulting procedures which they will be able to use on a daily basis and understand why these procedures are done in this way as well as begin to find and understand links, as to why daily procedures are necessary. The policies and procedures will be linked to the classroom-display timeline, which will evolve as learners interact with it. Learners will also be able to identify effective practice by comparing and contrasting examples of policies and daily practice from their own settings with each other. Grade descriptor (distinction): the learner is able to comprehensively identify information from a range of suitable sources and make use of exceptional information. <u>Examples of policies and procedures used in placement settings:</u> 1. Changing a nappy – links to Health and Safety at Work etc. Act 1974 – the use of personal protective equipment (PPE) for their own safety, infection control and the disposal of waste in a safe way <u>OS:</u> K4.5 – the learner must understand how meeting basic care needs has an impact on children’s self-actualisation, in accordance with Maslow’s hierarchy of needs S4.20 – the learner must be able to carry out a range of care routines S4.23 – the learner must be able to undertake tasks while ensuring the prevention and control of infection
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	2. Confidentiality – links to the Data Protection Act 2018 and GDPR 2018 <u>OS:</u> K5.4 – the learner must understand the circumstances in which working with other professionals would be appropriate 3. Ensuring that the setting is safe and hygienic – links to Health and Safety at Work etc. Act 1974 <u>OS:</u> K4.6 – the learner must understand how practitioners use a range of strategies to support children to develop self-care skills S4.23 – the learner must be able to undertake tasks while ensuring the prevention and control of infection 4. Safeguarding – links to Safer Recruitment and Disclosure and Barring Service (DBS) enhanced checks and an understanding of different types of abuse <u>OS:</u> K4.2 – the learner must understand different types of abuse 5. Safeguarding and well-being <u>OS:</u> S1.14 – carry out risk assessments S4.12 – the learner must be able to identify and act upon his or her own responsibilities in relation to health and safety, security, confidentiality of information, safeguarding and promoting the welfare of children S4.13 – the learner must be able to follow the safeguarding policies and procedures of the setting
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Core elements linked to performance outcomes PO1–PO5
Occupational specialism: early-years educator

Performance outcome PO1 – Support and promote children’s play, development and early education	
Knowledge	Skills
K1.1 – The learner must understand the expected patterns of development from birth to seven years (EYFS 2021) K1.7 – The learner must understand the potential effects and long-term impact on holistic development if atypical development is not recognised (SEND 2015) K1.8 – The learner must understand the current statutory requirements for the EYFS K1.9 – The learner must understand the links between the EYFS and Key Stage 1 of the National Curriculum K1.16 – The learner must understand what to consider when planning and selecting resources and equipment	S1.21 – The learner must be able to apply pedagogical strategies to plan educational activities, which include play, in line with the development areas of early-education requirements (EYFS 2021) S1.26 – The learner must be able to promote equality of opportunity and anti-discriminatory practice (Equality Act 2010) S1.34 – The learner must be able to facilitate care and educational play outside the setting (risk assessment)

to support children's play and education, both indoors and outdoors (risk assessment and BSI Kitemarks)	
Performance outcome PO2 – Develop relationships with children to facilitate their development	
Knowledge	Skills
K2.4 – The learner must understand atypical behaviours for age and stage of development in order to inform practice when developing relationships with children	S2.19 – The learner must be able to model and promote the positive behaviours expected of children (behavioural policy)
Performance outcome PO3 – Plan, provide and review care, play and educational opportunities to enable children to progress	
Knowledge	Skills
K3.3 – The learner must understand a range of developmental indicators that may suggest a child needs additional support (SEND 2015) K3.5 – The learner must understand practitioner responsibilities to undertake continued professional development (updated legislation, policies and procedures)	S3.9 – The learner must be able to recognise indicators that may suggest there are causes for concern regarding a child's development (Safeguarding and SEND 2015) S3.11 – The learner must be able to apply assessment techniques to make assessments in the current education curriculum framework S3.17 – The learner must be able to engage in activities that contribute to continued professional development

Performance outcome PO4 – Safeguard and promote the health, safety and well-being of children	
PO4 links directly to all knowledge and skills covered in CE3 – Safeguarding, health and safety, and well-being. In early years the role is complex because of the various ages and developmental stages of the children. The importance of keeping children healthy and safe is reflected in the statutory framework for the EYFS. In addition, aspects of this link directly to legislation, policies and procedures. Aspects covered in PO4 include how to keep children healthy and safe in terms of safeguarding, sleep, physical activity, nutrition and infection control. Emergencies and accidents will also be discussed as part of CE3 and PO4.	
Performance outcome PO5 – Work in partnership with colleagues, parents, carers and other professionals to support children’s development	
Knowledge	Skills
K5.1 – The basis of positive partnership-working includes respecting a child’s family as the primary caregivers and recognising that parents, carers and families have in a child’s life K5.3 – The learner must understand the roles and responsibilities of external agencies that may work in partnership with early-years settings K5.4 – The learner must understand the circumstances in which working with other professionals would be appropriate K5.5 – The learner must understand the purpose and benefits of working with other professionals	S5.5 – The learner must be able to contribute to developing and maintaining professional relationships with parents and carers (confidentiality) S5.6 – The learner must be able to work in partnership with parents/carers to help them recognise and value the significant contributions they make to the child’s health, well-being, education and development S5.9 – The learner must be able to work collaboratively with other professionals to meet the needs of babies and children and enable them to progress S5.11 – The learner must be able to deliver education, health and care plans and strategies in consultation with the child’s families, colleagues and external services

General competencies	
English 1. Convey technical information to different audiences 2. Present information and ideas 3. Create texts for different purposes and audiences 4. Summarise information/ideas 5. Synthesise information 6. Take part in / lead discussions Useful resources: https://repository.excellencegateway.org.uk/Childcare_v9.pdf https://www.youtube.com/watch?v=YuFPB1KqZHK	Maths 1. Measure with precision 2. Estimate, calculate and spot errors 3. Work with proportion 4. Use rules and formulae 5. Process data 6. Understand data and risk 7. Interpret and represent with mathematical diagrams 8. Communicate using Maths 9. Cost a project 10. Optimise work processes
Digital 1. Use digital technology and media effectively 2. Create with multimedia and design tools 3. Communicate and collaborate digitally 4. Process and analyse data securely 5. Demonstrate critical digital literacy 6. Code and programme	

Lesson	Learning objectives	Tutor activity	Learner activity	Resources	Competencies: English, Maths and Digital
1	By the end of the lesson, learners will be able to: 1. identify the starting point and processes for approving legislation 2. identify at least 10 different pieces of legislation used in childcare and education 3. explain what legislation is and how it is used in childcare and education, using real-life examples 4. explain what policies and procedures are 5. create a glossary of terms for future reference OS examples:	• Learners will develop an awareness of the expectations for delivery as well as assessment through PowerPoint instruction • Show videos demonstrating the legislation process • Facilitate plenary – summary of learning so far • Ask directed questions to facilitate links and understanding of process	• Participate in discussion around unit content • Make own study notes • Research legislation summaries • Create own glossary of terms for reference purposes • Begin to make links: legislation ↓ policies ↓ procedures ↓ knowledge and skills	• Lesson content in PowerPoint • Independent research – legislation summaries • Glossary of terms – showing understanding and application in setting • How are laws made? – UK Parliament • Health and Safety at Work etc. Act 1974 (legislation.gov.uk)	E4 – summarise information E5 – glossary of unknown terms E6 – discuss effectively M7 – timeline of legislation M8 – use data in presentations D1 – use technology, websites and research skills D3 – give presentations and communicate information digitally

	Learners will begin to: identify different policies and start to make links to OS, for example, EYFS 2021 (K1.1, K1.7, K1.9 and S1.21) and Equality Act 2010 (S1.26 and S.3.4)				
2	By the end of the lesson, learners will be able to: - summarise two pieces of legislation - explain the purpose of these two pieces of legislation - link a case or cases explaining why the legislation was processed - link to education and childcare, for example, health and safety and spills on floor - create a factual presentation to deliver to their peers - discuss the information with their peers, reflect and amend the information OS examples:	- Give a pair of learners the title of a piece of legislation to research and summarise - Provide guidance on different websites, textbooks and technology - Support learners to find information and interpret meaning - Provide guidance on relevant information to be shared	- In pairs, research legislation - Create a presentation for peers – learner choice - Create a factsheet for display, for example, - poster – employer links: display poster in setting PowerPoint – sharing information Sway – sharing information Nearpod – class and student paced Wakelet – sharing and storing information	- Textbooks - YouTube videos - Various websites - Government websites – summaries Legislation and Impact on Childcare Practice – The Nest Day Nursery Legislation and policies that surround safeguarding children (cpdonline.co.uk)	E2 – SpaG M7 – timeline and timing of presentation, meeting deadline D1 – learner choice of digital media for presentation

	Learners will begin to: • model and promote positive behaviours expected of children (behaviour policy) (S2.19) • recognise indicators that may suggest there are causes for concern and follow policies and procedures (safeguarding and SEND) (S3.9) • understand the concept of a balanced diet (K4.8) • carry out risk assessments (S4.14) • plan a range of daily care routines (S4.19) • ensure prevention and control of infection (S4.23) • respond appropriately to emergencies (S4.24) • support health and well-being (K4.3, K4.4, K4.5, K4.6, K4.7, K4.8, K4.9, K4.10 and K4.11) • ensure needs are met and keep accurate and coherent records (data protection) (S4.16)	• Encourage learners to make links in their presentation to the legislation and their skills in the workplace, for example, indicators of abuse and safeguarding policy, health and safety (risk assessments) equality and diversity (planning an inclusive environment)	Information to be found: 1. Full title and date 2. The purpose of the legislation – what does it seek to tell people working with children? 3. Why was the legislation enacted – was there a child protection case or cases that influenced this piece of legislation? 4. Are there any updates? 5. Who does this legislation relate to: everyone or specific people? 6. How does the legislation help the safety and well-being of individuals? 7. Make links to policies and procedures in own practice at setting, for example, health and well-being (support resilience, curiosity, play opportunities and holistic development)	• Guardian newspaper article Timeline: a history of child protection Children The Guardian	
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	- maintain friendships (S4.18) - promote healthy lifestyles by providing healthy snacks and promoting self-care – dignity, independence, confidence and resilience (S4.21) - respond to common illnesses (S4.22)		opportunities) and safeguarding policy (recognise indicators that may suggest there are causes for concern)		
3	By the end of the lesson, learners will be able to: - present relevant legislation information as instructed - identify their own skills in practice, for example what snacks do they give the children and S4.21 how do they promote healthy lifestyles and S4.23 the prevention of and control of infection? - engage in discussion about the legislation presented - give feedback to other presenters	- Presentations may be synchronous or asynchronous - Provide support and guidance - Ask questions relevant to the legislation presented - Make suggestions about links to real-life incidents (S5.5 – confidentiality) - Facilitate discussion - Facilitate peer feedback and support and guide	- Give presentation on relevant legislation to peers - Answer peer and tutor questions and give feedback (practice for EBP) - Reflect on content of presentation and make amendments where relevant - Display timeline of legislation in the classroom – this will be an interactive, evolving display to which policies and procedures will be added as they are used in the learners'	- Learners' own digital presentation: poster, PowerPoint, Sway, Nearpod, Wakelet, Prezi - Learners' own factsheet for display – ensure referencing is correct - Ensure that links can be accessed and that all learners can use the technology - Assessment and observation of skills being used	E2 – communication skills, present information and ideas M1 – meet deadlines and timings for presentation D3 – use digital skills for presentation and communication of factual information, produce materials for display

	5. reflect on information presented and make improvements to factsheets 6. create a timeline of legislation display in the classroom, which will be updated as the course continues OS examples: Learners will begin to: - plan activities (S1.21) - promote equality (S1.26) - facilitate care and risk assessments (S1.34) - understand the need for confidentiality (S5.5)	presenters to reflect and improve the information found	setting. As an extension task, add a description of their roles and responsibilities in own setting and use an example (ensuring confidentiality if children are involved) (S5.5 confidentiality) – skills learned and applied	(S4.1) (S4.23) (K4.8) by assessors in the setting – observation and evidence recorded and linked Description – learners' own examples	
4	By the end of the lesson, learners will be able to: - continue display in classroom - recall information from the different pieces of legislation - identify their setting's policies and procedures	- Facilitate the display, giving guidance and support where needed - Provide help and guidance on finding policies and procedures in learners' settings –	- Complete timeline display as far as able – this will evolve and be interactive - Discuss and compare policies and procedures of settings, making	- Exemplar policies and procedures from placement settings - Flow charts will be drawn and completed, summarising information for peers and for easy	E4 – summarise information E6 – discuss effectively M7 – interpret and represent mathematical diagrams (flow chart)

	that are relevant to CE 3, CE 10 and CE 11 4. compare and contrast different settings' policies and procedures 5. describe the daily procedures carried out and make relevant links to policies and legislation (S4.9) 6. explain how their settings' policies and procedures are relevant to each CE OS examples: Learners will begin to: • planning, pedagogical strategies and the EYFS (S1.21) • anti-discriminatory practice and the Equality Act 2010 (S1.26) • facilitate care and educational play	websites or exemplars • Describe format for collation of information and alternatives, for example, mind map / flow chart • Encourage learners, through direct questions, to make links with what they do in their setting and the policies and daily procedures	links to daily procedures • Recall information and make links between legislation, policy and daily procedures in own setting; use flowchart template to summarise information (flow charts can also be displayed with timeline) • Recall information from lesson 1	recall of information by learners	D1 – use digital technology and media effectively, create flow charts for display
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	outside (risk assessments) (S1.34) • display positive behaviour (behavioural policy) (S2.19) • recognise indicators that cause concern (SEND and safeguarding) (S3.4) • recognise indicators that cause concern regarding a child's development (S3.9)				
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