

**Key Stage 4: Year 10**

<b>Title:</b> Content Area 5: Legislation, policies and procedures in the early years.	<b>Why study this SOW?</b> The learner will use their previous knowledge on settings and roles within early years, to look at what legislation guides and governs this sector.
<b>Overview/Key Information:</b> The learner will understand that early years settings are regulated and standardised. The learner will know what regulation means and the name of the regulatory authority.	<b>Additional Information:</b> This unit will be assessed via an NEA in Year 11.

	Lesson Title	Lesson Outcomes	Key Discussion Questions	Lesson Outline	Misconceptions
1	What is Ofsted?	<ol style="list-style-type: none"> <li>I can describe what a regulation authority is</li> <li>I can explain the functions of Ofsted including inspections, regulations and reports.</li> </ol>	<ol style="list-style-type: none"> <li>What is the purpose of a regulatory authority?</li> <li>What is the purpose of an Ofsted inspection?</li> <li>What are inspection reports useful for?</li> </ol>	<ul style="list-style-type: none"> <li><b>Mini Whiteboard:</b></li> <li><b>Red:</b> What is Ofsted?</li> <li><b>Amber:</b> Describe the role of Ofsted.</li> <li><b>Green:</b> Does Ofsted need to exist? Explain your opinion.</li> <li>Sharing of learning journey and bigger picture</li> <li>Key terms to written into work booklet</li> <li>Video input on Ofsted to improve do now task responses</li> <li>Teacher input on various aspects of Ofsted.</li> <li>Student research task on local Ofsted inspection report.</li> <li>Review</li> </ul>	
2-4	What legislation governs early years settings?	<ol style="list-style-type: none"> <li>I can describe the basic principles of legislation and frameworks</li> <li>I can explain how legislation informs policies and procedures</li> </ol>	<ol style="list-style-type: none"> <li>What is the UNCRC?</li> <li>What is the Equality Act 2010?</li> <li>What is the GDPR 2018?</li> <li>What is the Early Years Foundation Stage Statutory Framework?</li> </ol>	<ul style="list-style-type: none"> <li><b>Mini Whiteboard:</b> Review of last lessons key words</li> <li>Teacher input on EYFS</li> <li>Students to read through assessment document</li> <li>Video input to expand on assessment knowledge</li> <li>Information leaflet task on safeguarding and wellbeing</li> <li>Review</li> <li>Lesson 2: Split students into groups. Provide success Criteria. One lesson and homework to complete their area of legislation</li> <li>Lesson 3: Students present. Video clips provided for students to purple pen their booklets if group presentations are not sufficient in their knowledge</li> </ul>	
5	How do you maintain health and safety in an early years setting?	<ol style="list-style-type: none"> <li>I can discuss the importance of keeping service users, staff and visitors safe</li> <li>I can understand how legislation keeps service users, staff and visitors safe.</li> </ol>	<ol style="list-style-type: none"> <li>What is the difference between a hazard and a risk?</li> <li>What is safeguarding?</li> <li>What is a duty of care?</li> </ol>	<ul style="list-style-type: none"> <li><b>Mini Whiteboard:</b> Demonstrate the difference between a hazard and a risk</li> <li>Teacher input on risk assessment</li> <li>Student task to assess risks</li> <li>Exam question with retrieval content from CA2.</li> <li>Purple pen</li> <li>Review</li> </ul>	

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6-7	Equality and Inclusion procedures	<ol style="list-style-type: none"> <li>1. I can describe the terms equality, inclusion and diversity.</li> <li>2. I can explain the role of the EYP in supporting equality, inclusion and diversity in an early years setting</li> </ol>	<ol style="list-style-type: none"> <li>1. What does equality, inclusion and diversity look like in an early years setting?</li> <li>2. What procedures support children with additional needs?</li> <li>3. How can adaptations support those with behavioural needs?</li> </ol>	<ul style="list-style-type: none"> <li>• <b>Mini Whiteboard:</b> What are the 9 protected characteristics, as stated in the Equality Act 2010?</li> <li>• Key Terms input.</li> <li>• Think Pair Share on inclusivity of the activity</li> <li>• Annotate image</li> <li>• Teacher input and purple pen</li> <li>• Students to watch The Silent Child [20 mins] and complete table in the work booklet</li> <li>• Students then watch The Nurture Room [60 minutes]</li> <li>• Review</li> </ul>	
8-9	What is safeguarding?	<ol style="list-style-type: none"> <li>1. I can identify different types of abuse</li> <li>2. I can describe signs and symptoms of abuse</li> <li>3. I can explain the term safeguarding</li> </ol>	<ol style="list-style-type: none"> <li>1. What is safeguarding?</li> <li>2. What is a designated safeguarding lead?</li> <li>3. Who are vulnerable people?</li> <li>4. What are my responsibilities?</li> </ol>	<ul style="list-style-type: none"> <li>• <b>Mini Whiteboard:</b></li> <li>• <b>What does safeguarding mean?</b></li> <li>• <b>Green:</b> Provide an example, in a childcare setting, how an EYP should safeguard a child.</li> <li>• <b>Amber:</b> Describe safeguarding in general terms.</li> <li>• <b>Red:</b> Who needs to be kept safe in a childcare setting? Explain why they need to be kept safe.</li> <li>• Video input on safeguarding</li> <li>• Class discussion around vulnerable people</li> <li>• Video input on signs and types of abuse.</li> <li>• Students to read resource and complete worksheet</li> <li>• <b>Stretch &amp; Challenge</b></li> <li>• In your exercise book, consider what this type of abuse would look like for a child in an EYFS.</li> <li>• For each type of abuse, identify the signs and symptoms you would look for if a child was suffering this type of abuse.</li> <li>• Input on how to respond to safeguarding concerns.</li> <li>• Set homework to plan questions for guest speaker</li> <li>• Lesson 2 on Safeguarding will involve a member of the school safeguarding team visiting the lesson to speak about their role. Students should complete the questions in the booklet.</li> </ul>	
10	What is confidentiality?	<ol style="list-style-type: none"> <li>1. I can describe what confidentiality is</li> <li>2. I can explain why confidentiality isn't guaranteed in safeguarding</li> </ol>	<ol style="list-style-type: none"> <li>1. What is "whistle blowing"?</li> <li>2. What is a "need to know" basis?</li> <li>3. When should you not promise confidentiality?</li> <li>4. When is it important to maintain confidentiality?</li> </ol>	<ul style="list-style-type: none"> <li>• <b>Mini Whiteboard:</b> Create a definition for the word "confidentiality", you cannot include the word confidential! <b>Challenge:</b> Create a scenario where you would expect the conversation to remain confidential.</li> <li>• Confidentiality video input</li> <li>• Oracy task using Catalyst, challenger, and builder</li> <li>• Case Study work</li> <li>• Overview of duty of care and whistleblowing</li> <li>• CA5 Assessment</li> </ul>	
7				<ul style="list-style-type: none"> <li>•</li> </ul>	

