



Unit 8: Safeguarding in Early Years



Learning aim A: Understand the role of the early years professional in safeguarding and promoting the welfare of children .

- The duty of care of those working with children to protect them from harm and to promote their welfare, with reference to current legislation, statutory guidance and Early Years Foundation Stage .

- Children's right to be safe, with reference to the United Nations Convention on the Rights of the Child, the responsibilities of early years professionals to comply with current legislation and guidance relevant to home country including meeting welfare requirements, having policies for child protection, safe recruitment, information sharing, data protection.

- The importance of passing on concerns about the practice of colleagues, professionals and others that may impact on the welfare of children, including whistle-blowing.

- Putting the needs and welfare of the child at the centre of the care provision.

- Recognising the individual needs of children and barriers to equality.

- The importance of children having their voice heard, listening to them, valuing their contributions, opinions and ideas.

- The importance of recognising children's feelings.

WHAT I'M GOING TO LEARN

Understand the role of the early years professional in safeguarding and promoting the welfare of children

- Explain how early years professionals must exercise their duty of care effectively, with reference to safeguarding children and promoting their welfare (P1).
- Analyse the role of the early years professional in safeguarding and promoting the welfare of children of different ages. (M1).
- Evaluate the ways in which early years professionals can most effectively contribute to safeguarding and promoting the welfare of children (D1).
- SYNOPTICITY** / Understand the role of the early years professional in safeguarding and promoting the welfare of children.

I HAVE ACHIEVED THIS BY...

SKILLS THIS WILL HELP ME TO USE & DEVELOP

- LITERACY** through response practice, extrapolation (selection) of information
- SYNTHESIS** through using a variety of sources to explain the various safeguarding issues
- COMMUNICATION** through delivering presentation; engaging in class debates
- INDEPENDENT LEARNING** through lessons study and development of resources for Edexcel Assignments
- SELF MANAGEMENT** through submission of work , assessment and revision on time and to the standards/criteria set

I HAVE SHOWN THESE SKILLS BY...

HOW I'LL KNOW HOW WELL I'M DOING

- Self-Assessment** criteria reviews of Pass, Merit and Distinction criteria
- Knowledge test** 20 key terms and concepts
- Summative (graded) for examination criteria** the end of the unit
- Oracy formation and debating skills** to test my knowledge of synopticity within this area of study
- Ongoing Self-Assessment / Dialogue review sheets** to identify my strengths and areas for development

MY RESULTS, FEEDBACK & TARGETS

