

Child Development Curriculum Intent		Year 10
	The Year 10 Child Development curriculum introduces students to the NCFE CACHE Level 1/2 Technical Award in Child Development and Care in the Early Years and establishes the core knowledge and professional understanding needed for future study. The curriculum is sequenced so that students first understand how children develop, before exploring the factors that influence development and the ways in which early years practitioners can support children’s wellbeing, learning and independence. Students begin by studying holistic child development from birth to five years, including physical, cognitive, communication and language, and social and emotional development. They learn to recognise developmental milestones and understand that children develop at different rates. This knowledge then supports their study of the biological and environmental factors that can influence development, including nature and nurture, family circumstances, health, socioeconomic factors and transitions. As the year progresses, students move from understanding development to considering how practitioners support it in practice. They explore care routines, play, activities and different types of early years provision, learning how appropriate experiences can promote development, wellbeing and independence. Students then examine the legal and professional framework surrounding early years practice, including safeguarding, health and safety, equality, confidentiality, professional conduct and the expectations placed upon those working with young children. The final part of the year develops students’ understanding of professional roles, responsibilities and partnership working. They consider how practitioners work with parents, carers, colleagues and specialist professionals and why effective communication, referrals and multi-agency support are essential when meeting individual needs. Across the year, students increasingly apply their knowledge to realistic vocational scenarios, moving from recall and identification towards explanation, analysis, justification and evaluation. The curriculum combines substantive knowledge of development, care, legislation and professional practice with disciplinary knowledge developed through case studies, scenario analysis and NCFE-style applied questions. Students are encouraged to think in a child-centred, evidence-informed and professional way, while developing transferable skills including communication, teamwork, planning, problem solving, leadership, listening and adapting. The course also makes strong connections with Science, PSHE, Citizenship, Health and Social Care and English, while introducing students to a broad range of careers across early years education, health, social care and family support.	
Term 1 Topic		Child Development (Component 1)



Big Picture

What are the main ideas and big questions in this topic?

During Term 1, students begin the NCFE CACHE Level 1/2 Technical Award in Child Development and Care in the Early Years by developing a secure understanding of how children develop from birth to five years. They explore the expected sequence of development and recognise that children acquire skills and abilities over time, although the rate at which individual children develop may vary.

Students investigate the different aspects of development and begin to understand the principle of holistic development. Physical, cognitive, communication and language, and social and emotional development are considered as interconnected rather than separate areas. Students explore how progress in one aspect can influence another and why practitioners need to consider the whole child when observing and supporting development.

This term establishes the essential developmental knowledge required for the rest of the qualification. Students learn to recognise milestones, interpret developmental information and begin applying their knowledge to realistic examples of children, providing the foundation for Term 2 when they will investigate the factors that can influence developmental progress.



Zoom In

What knowledge, skills and key vocabulary will we learn step by step?

The enquiry begins by establishing the principles of child development and the idea that development takes place through a broadly predictable sequence, while recognising that individual children may reach milestones at different rates. Students explore development from birth to five years across the key areas identified within the NCFE specification and learn how these areas interact as part of holistic development.

Substantive Knowledge:

- Students develop secure knowledge of physical development, distinguishing between gross motor and fine motor development and recognising how skills become increasingly controlled and coordinated as children grow. They explore cognitive development, considering the development of thinking, memory, concentration, understanding and problem-solving. Students also investigate communication and language development, from early sounds and non-verbal communication towards increasingly sophisticated understanding and use of language.
- Social and emotional development introduces students to the ways children develop relationships, express and manage emotions, develop confidence and independence and begin interacting with other children and adults. Across these areas, students learn age-related developmental milestones and understand the difference between a typical developmental sequence and the individual rate at which a child may progress. They develop an understanding of holistic development, recognising that changes in one area can support or affect progress in another.

Disciplinary Knowledge:

- Students begin to use developmental knowledge in the way an early years practitioner would. They learn to identify and classify milestones, place developmental progress within an expected sequence and use information from case studies or observations to recognise a child's current stage of development. Students compare developmental patterns and begin explaining the relationships between different areas of development. For example, they might consider how increasing physical mobility creates new opportunities for exploration and cognitive development, or how communication development can support relationships and social interaction.

- An important disciplinary habit is recognising that developmental milestones should be used as guides rather than rigid deadlines. Students learn to interpret information carefully, distinguish between typical development and individual variation and avoid making unsupported judgements about a child from a single piece of evidence. They also begin to construct applied responses using specialist vocabulary, selecting relevant developmental knowledge and linking it directly to an individual child or scenario.

Key Vocabulary:

development, developmental milestone, developmental sequence, developmental norm, holistic development, physical development, gross motor skills, fine motor skills, cognitive development, communication, language development, social development, emotional development, interaction, coordination, independence, concentration, progression, individual development

 Pre-Requisite Knowledge <i>What have we already learned that will help us with this topic?</i>	 Pitch Up <i>How will we challenge ourselves?</i>
Students enter the course with relevant knowledge from Science, PSHE and their wider experience of health, relationships and wellbeing. They are likely to understand that children change physically as they grow and may already have knowledge of healthy lifestyles, communication, relationships, emotions and the importance of keeping children safe. Some students may also bring informal experience of younger children through families, communities or previous learning. However, the course deliberately develops students beyond personal experience and assumptions towards an increasingly objective and evidence-informed understanding of child development. The important progression is from recognising that children grow and change towards being able to identify, describe and explain patterns of development using accurate professional terminology.	Challenge within this term comes through moving beyond simple recall of milestone ages towards comparison, explanation and application. More confident students should recognise connections between different areas of development and explain how progress in one aspect can influence another. They are encouraged to compare children of similar or different ages and identify both expected developmental progress and individual variation. Higher-attaining students should use developmental evidence carefully within unfamiliar scenarios, selecting the most relevant information rather than simply reproducing everything they know about a particular age group. Increasingly, students should be able to explain development using precise terminology and construct well-supported responses that show an understanding of the child rather than treating each developmental area independently.
 Wider Framework <i>How does this learning connect to future topics and bigger goals?</i>	 Curriculum Hinterland <i>What wider knowledge will deepen our understanding of this topic?</i>
Term 1 provides the developmental foundation upon which the rest of the NCFE course is built. Students need to understand what typical development can look like before they can meaningfully consider why children may develop differently and how practitioners can provide appropriate support.	The study of child development makes strong connections with biology, psychology, education and sociology. Students begin to recognise that children's development reflects an interaction between biological maturation, relationships, experiences and the environments in which they grow.

This leads directly into Term 2: Factors that Influence the Child's Development, where students will consider the biological and environmental influences that can affect developmental progress.

Later study of care routines, play, safeguarding, professional practice, observation and planning will all require students to return to this developmental knowledge and judge whether provision is appropriate for a child's age, stage and individual needs.

Wider study can introduce students to influential thinkers such as Jean Piaget, Lev Vygotsky and Maria Montessori, helping them understand how theories of learning and development have influenced modern early years practice. The existing curriculum also identifies these theorists as useful hinterland for understanding how children learn through interaction, play and exploration.

Students also begin to appreciate how knowledge of child development has changed over time and how research into infancy, language, attachment and early brain development continues to influence expectations of high-quality early years provision.



Authentic connections

How does this topic connect to real life, careers, other subjects and important values?

Students' spiritual development is supported through recognising the individuality of children and appreciating the complexity of human development. They consider how children gradually develop abilities, relationships, confidence and independence and recognise that no two developmental journeys will be completely identical. Moral development is introduced through the responsibilities adults have towards children. Students consider why accurate understanding of development matters and why assumptions, unrealistic expectations or inappropriate comparisons can negatively affect children. Social development is particularly strong through the study of communication, relationships and social interaction. Students explore the importance of adults, siblings, peers and practitioners in providing opportunities for children to communicate, interact and develop confidence. Cultural development is supported by recognising that childhood experiences and expectations can differ across families, communities and cultures, while all children have developmental needs that require appropriate support and respect.

The enquiry also makes explicit connections with Science through human development, PSHE through emotions and relationships and English through communication, interpretation and the use of precise specialist vocabulary.

Career Links: This term introduces careers where professionals need a secure understanding of typical development and developmental progress.

- A key career focus is the Early Years Practitioner, who uses knowledge of development to provide age and stage-appropriate care, play and learning experiences.
- Students can also explore the role of a Paediatric Occupational Therapist, who may support children experiencing difficulties with movement, coordination, fine motor development or independence in everyday activities.
- A further career connection is the Speech and Language Therapist, whose work involves assessing and supporting children's communication and language development and working alongside children, families and other professionals.

The Skills Builder Framework is embedded throughout the enquiry, with particular emphasis on Listening, Problem Solving and Speaking.

- Listening is developed as students learn to interpret information carefully and recognise the importance of listening to children, parents, carers and other professionals when building an accurate picture of a child's development.
- Problem Solving is developed through developmental case studies. Students identify relevant evidence, decide which developmental area it relates to and use their knowledge to interpret what the information suggests.
- Speaking is developed as students discuss developmental evidence, explain connections between different areas of development and increasingly use specialist terminology accurately when communicating their ideas.



 Resources <i>What books, websites, videos and materials will support our learning?</i>	 Assessment <i>How will we show what we know, remember and can apply?</i>
• The principal curriculum resource is the NCFE CACHE Level 1/2 Technical Award in Child Development and Care in the Early Years specification, supported by NCFE's Content Area 1 teaching materials. NCFE provides a dedicated resource pack containing a Scheme of Work, learner workbook, PowerPoint materials and formative quiz workbook specifically for this content area. • Developmental milestone charts, realistic child-development case studies, observation clips and age-appropriate early years resources can be used to help students move between theoretical knowledge and applied examples. • The Early Years Foundation Stage can provide useful professional context, particularly when students begin considering how knowledge of development influences expectations and provision within early years settings.	Assessment during Term 1 measures both substantive and disciplinary knowledge, reflecting the NCFE expectation that students build secure subject knowledge but can also apply this within vocational and unfamiliar contexts. Approximately 60% of assessment focuses on substantive knowledge and 40% on disciplinary knowledge. The 60% substantive knowledge includes students' knowledge of physical, cognitive, communication and language, and social and emotional development; developmental milestones; developmental sequence; individual rates of development; and the principle of holistic development. The 40% disciplinary knowledge assesses students' ability to identify developmental evidence, classify milestones, compare developmental progress, make connections between different aspects of holistic development and apply their knowledge accurately to children presented through case studies or scenarios. Assessment will include regular retrieval of milestone and vocabulary knowledge alongside short and extended applied questions. Students will increasingly practise NCFE-style responses in which they must select relevant knowledge and connect it explicitly to the scenario provided.

Term 2



Factors That Influence the Child's Development (Component 1)

Topic		
	Big Picture <i>What are the main ideas and big questions in this topic?</i>	
During Term 2, students build directly on their understanding of developmental milestones by exploring why children may develop differently from one another. They investigate the influence of nature and nurture and consider how biological factors, environmental experiences and transitions can positively or negatively affect development from birth to five years. Students learn that development is rarely shaped by one factor alone. Instead, children's outcomes are influenced by a complex interaction between inherited characteristics, health, relationships, family circumstances, stimulation and wider environments. The NCFE specification places particular emphasis on the nature–nurture debate, biological and environmental factors, their short- and long-term effects, transitions and the strategies practitioners can use to support children. The term therefore moves students from identifying what development looks like towards explaining why individual developmental journeys can vary and how effective early years practice can reduce barriers and support positive outcomes.		
	Zoom In <i>What knowledge, skills and key vocabulary will we learn step by step?</i>	
Students begin by exploring the distinction between nature and nurture. They consider the extent to which development and behaviour may be influenced by biological inheritance or by the experiences and environments a child encounters. Rather than treating the two as completely separate, students begin to recognise that development often reflects an interaction between both. Substantive Knowledge: • Students develop secure knowledge of nature as biological and inherited influence, including genetic characteristics and health conditions, and nurture as the environmental influences that children experience. They investigate biological and environmental factors that may affect healthy growth and development. Environmental factors include the people, places, situations and relationships a child experiences, alongside socioeconomic circumstances such as income and housing. • Students also consider family lifestyle, diet, opportunities for exercise, stimulation through language and play, and relationships with adults and other children. Students distinguish between positive and negative influences and consider the possible short-term and long-term effects of different factors on physical, cognitive, communication and language, and social and emotional development. NCFE teaching guidance specifically expects learners to explore both short- and long-term effects rather than simply identify the factor itself. • The final part of the term focuses on transitions. Students understand that children may experience expected and unexpected changes and consider how these can affect development. They then explore strategies that early years practitioners can use to provide stability, reassurance and appropriate support. Content Area 2 explicitly includes transitions and support strategies alongside nature, nurture and developmental influences. Disciplinary Knowledge:		

- Students learn to analyse a child's circumstances rather than assuming that one factor automatically produces a particular outcome. They use case studies to identify relevant biological and environmental influences and explain how and why these may affect different areas of holistic development. They distinguish between immediate and longer-term consequences and begin making connections between factors. For example, students may recognise that poor housing alone does not determine a child's development but may interact with health, financial pressures, opportunities for play and family wellbeing.
- Students also interpret transition scenarios, identify possible impacts on the child and select appropriate practitioner strategies. Increasingly, they are expected to justify why a particular response would be appropriate for that individual child rather than listing generic support.
- The disciplinary focus therefore develops students' ability to move through the process of identify → explain impact → connect to development → recommend and justify support.

Key Vocabulary: nature, nurture, genetic, inherited characteristic, biological factor, environmental factor, socioeconomic, poverty, housing, family lifestyle, stimulation, language-rich environment, relationships, holistic development, positive influence, negative influence, short-term effect, long-term effect, transition, expected transition, unexpected transition, support strategy, resilience

 Pre-Requisite Knowledge <i>What have we already learned that will help us with this topic?</i>	 Pitch Up <i>How will we challenge ourselves?</i>
Students build directly on Term 1, where they developed knowledge of physical, cognitive, communication and language, and social and emotional development from birth to five years. They should already understand developmental milestones, individual rates of development and the principle of holistic development. This allows them to consider how different influences may affect specific aspects of development rather than simply discussing whether something is "good" or "bad" for a child. Students also bring relevant knowledge from Science and PSHE, particularly around genetics, health, nutrition, family relationships and wellbeing.	Challenge comes through recognising the complexity of developmental influences. More confident students should avoid assuming a simple cause-and-effect relationship. They should consider how several factors may interact and recognise that the same experience may affect individual children differently depending on their circumstances, relationships and available support. Higher-attaining students should compare the relative influence of nature and nurture and begin to construct balanced responses to the nature–nurture debate. When examining transitions, students should make increasingly precise links between an experience and particular areas of development and justify support strategies according to the needs of the individual child.
 Wider Framework <i>How does this learning connect to future topics and bigger goals?</i>	 Curriculum Hinterland <i>What wider knowledge will deepen our understanding of this topic?</i>
Term 2 creates an important bridge between knowledge of development and the practical role of early years provision.	The nature–nurture debate provides an important connection with psychology and biology, introducing students to a long-standing question about the relationship between inherited characteristics and environmental experience.

Understanding how children's circumstances affect development prepares students for Term 3: Care Routines, Play and Activities to Support the Child, where they will consider how practitioners can deliberately create experiences that promote health, independence, learning and wellbeing.

The knowledge is also revisited later through safeguarding, partnership working, observation and planning. NCFE identifies explicit synoptic connections between this content area and child development, care routines and play, legislation, observations and the planning cycle.

Students can consider wider research into early brain development and the importance of relationships, language-rich environments and stimulation during the early years. This supports the understanding that early experiences matter while avoiding deterministic assumptions that one disadvantage inevitably leads to poor outcomes.

The enquiry also provides strong connections with geography and sociology through consideration of poverty, housing and differences between environments, and with PSHE through family circumstances, relationships, mental wellbeing and resilience.



Authentic connections

How does this topic connect to real life, careers, other subjects and important values?

Students' spiritual development is supported through recognising the individuality of children's experiences and reflecting on why two children may respond differently to similar circumstances. Moral development is particularly significant when students explore poverty, neglect, abuse, substance misuse and inequality. Students consider society's responsibility to protect children and the role adults and professionals play in reducing the impact of disadvantage. Social development is strengthened through understanding the importance of relationships, family circumstances and supportive adults in children's lives. Students consider how early years settings can provide consistency and security during periods of change. Cultural development develops through recognising that children's family lives, communities, housing, opportunities and experiences may vary considerably. Students are encouraged to avoid assumptions about families while recognising that practitioners need to understand the context in which individual children develop.

Career Links: This term focuses on careers where professionals work with children and families experiencing different circumstances, transitions or barriers to development.

- A key career focus is the Family Support Worker, who works alongside families to identify difficulties and provide practical support that can improve children's wellbeing and development.
- Students can also explore the role of a Child Psychologist, who considers how children's experiences, relationships, behaviour and development interact and may provide assessment or intervention where additional support is required.
- A further connection is the Paediatric Dietitian, whose work demonstrates how nutrition and health can influence children's physical development and wider wellbeing.

The Skills Builder Framework is embedded throughout the enquiry, with particular emphasis on Creativity, Adapting and Teamwork.

- Creativity is developed as students consider different ways that practitioners might support children whose circumstances or needs vary. They learn that effective support is rarely one-size-fits-all.
- Adapting is central to the study of transitions. Students explore how children and adults respond when circumstances change and consider how practitioners can adapt routines, communication and support to meet changing needs.



- Teamwork is developed through recognising that supporting children's development often involves families, early years practitioners and other professionals working together rather than one person acting in isolation.

	Resources <i>What books, websites, videos and materials will support our learning?</i>		Assessment <i>How will we show what we know, remember and can apply?</i>
	- The principal resources are the NCFE CACHE Level 1/2 Technical Award specification and the NCFE Content Area 2 Resource Pack, which contains a detailed Scheme of Work, learner workbook, PowerPoint materials and formative quiz activities. NCFE identifies this resource pack specifically as support for the delivery of Content Area 2. - Case studies should form an important part of teaching, allowing students to apply knowledge of nature, nurture, environmental factors and transitions to realistic children and family situations. Development charts and the EYFS can also help students maintain clear links back to the holistic development studied in Term 1.		Assessment during Term 2 measures both substantive and disciplinary knowledge, with students now expected to apply their developmental knowledge to increasingly complex scenarios. Approximately 55% of assessment focuses on substantive knowledge and 45% on disciplinary knowledge. The 55% substantive knowledge includes understanding of nature and nurture, biological and environmental influences, socioeconomic and family factors, short- and long-term effects, transitions and practitioner support strategies. The 45% disciplinary knowledge assesses students' ability to analyse case studies, identify relevant influences, explain their effects upon holistic development, distinguish between short- and long-term consequences and recommend appropriate support for individual children.

Term 3 Topic		Care Routines, Play, Activities and Early Years Provision (Component 3 and 4)
	Big Picture <i>What are the main ideas and big questions in this topic?</i>	
During Term 3, students move from understanding how children develop and what can influence that development towards considering how early years practitioners actively support children’s development, wellbeing and independence. They explore the importance of meeting children’s basic care needs, providing purposeful play opportunities and creating high-quality early years experiences. Students investigate how routines around food, hygiene, sleep, safety and emotional security contribute to healthy development and begin to understand that care routines are not simply practical tasks. When planned appropriately, they can encourage independence, communication, confidence and positive relationships. The term also places a strong emphasis on play as a vehicle for learning and development. Students consider how different activities can support physical, cognitive, communication, social and emotional development and examine the role of the practitioner in planning, observing, supporting and extending children’s		

learning. They also explore different types of early years provision and begin to consider how provision is adapted to meet the needs of different children and families.



Zoom In

What knowledge, skills and key vocabulary will we learn step by step?

The enquiry begins with children's basic care needs and the routines that help to keep them healthy, safe and emotionally secure. Students then explore different forms of play and consider how carefully selected activities can contribute to holistic development. Attention moves increasingly towards the practitioner, with students considering how adults plan experiences, observe children, intervene appropriately and adapt provision to individual needs. The term concludes by exploring different types and purposes of early years provision.

Substantive Knowledge:

- Students develop secure knowledge of children's basic care needs, including food and drink, hygiene, sleep and rest, safety and emotional security. They understand how predictable and appropriate routines can promote health, wellbeing and increasing independence.
- Students investigate different types of play and activities and understand how these can support particular areas of holistic development. They explore physical play, creative and imaginative experiences, sensory activities, books and language-rich activities, construction and exploratory play, recognising that one activity may support several developmental areas at the same time.
- They learn about the role of the early years practitioner during play, including planning, observing, supporting, extending learning and maintaining safety. Students also develop knowledge of different early years settings, including nurseries, preschools, childminders and maintained provision, and understand that different forms of provision serve different purposes for children and families.

Disciplinary Knowledge:

- Students learn to select care routines and play opportunities according to a child's age, stage of development and individual needs, rather than assuming that the same activity will be suitable for every child.
- They use case studies to identify developmental needs and recommend appropriate activities, explaining how and why a particular experience could support physical, cognitive, communication, social or emotional development.
- Students increasingly analyse the practitioner's role, deciding when an adult should observe, support, model, question, extend an activity or allow a child to explore independently. They also begin to evaluate how activities may need to be adapted to promote inclusion or respond to individual needs.
- When comparing early years provision, students consider the needs of the child and family and use evidence to explain why one type of provision may be more suitable than another. The disciplinary progression is therefore increasingly centred on identify need → select appropriate provision → explain developmental benefit → adapt and justify.

Key Vocabulary: care need, care routine, emotional security, wellbeing, independence, hygiene, nutrition, rest, safety, play-based learning, physical play, imaginative play, creative play, sensory play, exploratory play, stimulation, enabling environment, practitioner, observation, intervention, extend learning, child-centred practice, inclusive practice, early years provision, nursery, preschool, childminder, maintained provision

 Pre-Requisite Knowledge <i>What have we already learned that will help us with this topic?</i>	 Pitch Up <i>How will we challenge ourselves?</i>
Students build directly upon Terms 1 and 2. They already understand holistic development, developmental milestones and the factors that can positively or negatively influence a child's progress. This enables them to judge whether a care routine or activity is appropriate for a particular child rather than simply describing what practitioners do. Their knowledge of environmental influences is particularly important because they can now recognise how the experiences and opportunities provided within an early years setting contribute to development. The existing curriculum identifies this prior knowledge of development, transitions and influencing factors as the basis for understanding why care routines and play need to be developmentally appropriate and individualised.	Challenge comes through moving beyond naming suitable activities towards justifying why they are suitable and evaluating their effectiveness. More confident students should make precise links between an activity and specific developmental outcomes. Rather than stating that painting “helps development”, for example, they should consider how manipulating tools might support fine motor control, how discussing the activity supports language and how independent choices may develop confidence. Higher-attaining students should recognise that activities frequently support several areas of holistic development simultaneously and evaluate how the practitioner's actions can extend or limit the learning taking place. Students should also compare different types of early years provision and make justified recommendations for individual children and families. The source curriculum explicitly identifies justification, comparison, adaptation and evaluation as the higher-level thinking expected within this content.
 Wider Framework <i>How does this learning connect to future topics and bigger goals?</i>	 Curriculum Hinterland <i>What wider knowledge will deepen our understanding of this topic?</i>
This term develops students' understanding of what effective early years practice looks like in action. Knowledge of care, play and provision prepares students for subsequent study of legislation, safeguarding, equality, confidentiality and professional expectations, where they will explore the statutory and ethical framework within which practitioners operate. It also lays important foundations for later work on observation and planning because students are beginning to understand how practitioners identify developmental needs and deliberately select experiences to support them. The applied nature of the term strengthens preparation for NCFE assessment, where students need to connect theoretical knowledge with realistic early years scenarios. The existing curriculum specifically identifies this content as	Students can deepen their understanding by exploring the principles of the Early Years Foundation Stage, particularly the importance of learning through play and creating enabling environments. The work also provides a useful connection with Maslow's Hierarchy of Needs, helping students consider why children's basic physical and emotional needs need to be met before they can engage confidently in exploration and learning. This is identified within the existing curriculum as useful wider knowledge for the unit. Wider consideration of outdoor learning, sensory experiences and child-centred practice allows students to recognise that high-quality early years provision extends far beyond formal teaching. Children learn through interaction, exploration, movement, relationships and everyday routines.

preparation for later safeguarding, professional expectations, observation and planning.



Authentic connections

How does this topic connect to real life, careers, other subjects and important values?

Students' spiritual development is supported by recognising the importance of play, imagination, creativity and exploration in childhood. They consider how high-quality experiences allow children to develop confidence, curiosity and a sense of individuality. Moral development is strengthened through consideration of adults' responsibility to provide safe, appropriate and inclusive care. Students explore why children's needs must come before adult convenience and why practitioners have a duty to promote wellbeing and dignity. Social development is particularly significant through the study of play and relationships. Students consider how cooperative play, communication and adult interaction contribute to children's ability to form relationships and participate in groups. Cultural development is supported by recognising that families may have different routines, expectations and experiences of childcare. Students consider how early years settings can respect diversity while providing consistent high-quality care.

The unit makes particularly strong links with Health and Social Care, PSHE, Science, English and PE, including nutrition and hygiene, communication, physical development and children's wellbeing.

Career Links:

This term focuses on careers that involve planning and providing experiences for young children.

- A key career focus is the Nursery Practitioner, who supports children's care needs while planning and delivering developmentally appropriate play and learning experiences.
- Students can also explore the role of a Play Therapist, who uses play as a means of helping children communicate experiences and emotions and supporting their social and emotional wellbeing.
- A further connection is an Early Years Special Educational Needs Coordinator (SENCO), who helps practitioners adapt activities and provision so that children with additional needs can participate fully.

The Skills Builder Framework is embedded throughout the enquiry, with particular emphasis on Planning, Leadership and Speaking.

- Planning is developed as students select and structure activities according to children's ages, developmental stages and individual needs. They begin to recognise that effective early year's experiences require clear intentions alongside appropriate resources and considerations.
- Leadership is developed through exploring the practitioner's responsibility for creating safe, inclusive and purposeful experiences. Students consider when practitioners need to take the lead and when children should be given greater independence.
- Speaking is developed through discussion of case studies and practical scenarios, with students increasingly needed to explain and justify why particular routines, activities or forms of provision would be appropriate.



	Resources <i>What books, websites, videos and materials will support our learning?</i>		Assessment <i>How will we show what we know, remember and can apply?</i>
Teaching is supported by the NCFE CACHE Level 1/2 Technical Award specification, NCFE sample assessment materials and the Early Years Foundation Stage framework. Nursery environment photographs, observation videos, toys, books, role-play resources and activity-planning materials provide opportunities to apply theoretical knowledge to realistic examples. Development charts also enable students to check whether activities are appropriately matched to children’s ages and stages. The existing curriculum recommends case-study analysis, planning activities for different ages, comparing types of early years provision and practising NCFE AO1–AO3 examination-style questions		Assessment during Term 3 measures both substantive and disciplinary knowledge, with the balance continuing to move towards students’ ability to apply knowledge in realistic early years contexts. Approximately 50% of assessment focuses on substantive knowledge and 50% on disciplinary knowledge. The 50% substantive knowledge includes students’ understanding of care needs and routines, types and purposes of play, developmental benefits of activities, the role of the practitioner and different forms of early years provision. The 50% disciplinary knowledge assesses students’ ability to select appropriate routines and activities, make links to specific areas of development, adapt provision for individual needs, compare early years settings and justify practitioner decisions. Assessment will include retrieval activities and knowledge checks alongside case-study analysis, activity-planning tasks and extended NCFE-style questions using AO1–AO3 command words.	
Term 4 Topic		Legislation, Safeguarding and Professional Practice (Component 5 and 6)	
	Big Picture <i>What are the main ideas and big questions in this topic?</i>		
During Term 4, students develop an understanding of the legal, statutory and professional framework that underpins early years practice. Having already considered how children develop and how practitioners support care, play and learning, students now explore the rules and responsibilities that ensure this support is safe, inclusive and professionally accountable. Students investigate the differences between legislation, statutory frameworks, policies and procedures and consider how each influences day-to-day practice in early years settings. They explore safeguarding, health and safety, equality, confidentiality and the professional expectations placed upon practitioners.			

The central idea is that high-quality early years practice cannot depend simply on individual judgement. Practitioners work within clear systems designed to protect children, promote their rights and ensure consistent standards of care. The source curriculum identifies this content through legislation, regulatory oversight, safeguarding, equality, confidentiality and expectations of professional conduct.



Zoom In

What knowledge, skills and key vocabulary will we learn step by step?

The enquiry begins by establishing the difference between legislation, statutory frameworks, policies and procedures and considering why early years practitioners need to understand each. Students explore the role of Ofsted and then apply the principles of safeguarding, equality, health and safety, confidentiality and professional conduct to realistic early years scenarios.

Substantive Knowledge:

Students develop secure knowledge of the role of the regulatory authority, Ofsted, and understand how regulation and inspection contribute to quality and accountability within early years provision. They learn the distinction between legislation, statutory frameworks, policies and procedures, recognising that these operate at different levels but work together to guide safe professional practice.

Students develop knowledge of key areas of early years practice identified within the curriculum, including:

- health and safety procedures
- equality, diversity and inclusion
- safeguarding responsibilities
- confidentiality and appropriate information sharing
- professional expectations relating to appearance, behaviour, attendance and timekeeping.

They also understand that confidentiality is not absolute. Information should normally be handled sensitively and securely, but safeguarding concerns may require information to be shared with the appropriate professionals.

Disciplinary Knowledge:

- Students learn to apply legislation and professional expectations to realistic childcare situations rather than simply recalling definitions.
- They analyse scenarios and identify which policy, procedure or professional responsibility is relevant. They explain how legislation influences practitioner decisions and evaluate whether a response appropriately protects the child.
- Students develop disciplinary skill in safeguarding decision-making. They identify concerns, consider appropriate practitioner action and justify why a particular response is necessary.
- They also learn to distinguish between situations in which information should remain confidential and circumstances in which information needs to be shared. This requires them to balance privacy with the overriding responsibility to protect children.
- Students increasingly compare different policies and procedures and explain how they work together, recognising that effective practice often requires several professional responsibilities to operate simultaneously. The source curriculum explicitly identifies analysing legislation, evaluating safeguarding responses, justifying information sharing and applying professional expectations as the higher-level expectations for this content.

Key Vocabulary: legislation, statutory framework, regulation, policy, procedure, Ofsted, safeguarding, child protection, duty of care, health and safety, risk, equality, diversity, inclusion, discrimination, confidentiality, information sharing, disclosure, professional conduct, accountability, responsibility, integrity, professional boundaries

 Pre-Requisite Knowledge <i>What have we already learned that will help us with this topic?</i>	 Pitch Up <i>How will we challenge ourselves?</i>
Students build upon their previous study of child development, factors affecting development, care routines, play and early years provision. They already understand that practitioners have responsibility for children's wellbeing and that activities and environments must be appropriate for individual needs. This provides the context for understanding why professional practice needs to be regulated. Their Term 2 work on transitions, vulnerability and factors affecting development is particularly important when considering safeguarding, while Term 3 provides the practical context in which health and safety, inclusion and professional conduct can now be applied. The curriculum explicitly identifies this prior learning as the foundation for understanding why legislation and professional practice are necessary.	Challenge within this term comes through moving students beyond recalling laws and procedures towards professional judgement and justification. More confident students should recognise that realistic scenarios may involve more than one issue. A situation might involve confidentiality, safeguarding, equality and professional conduct simultaneously, requiring students to identify the most important concern and prioritise appropriate action. Higher-attaining students should analyse the consequences of inappropriate practitioner responses and explain why particular procedures protect not only children but also families, practitioners and settings. They should increasingly construct balanced responses to confidentiality scenarios, recognising that respecting privacy is important while understanding that safeguarding takes priority where a child may be at risk.
 Wider Framework <i>How does this learning connect to future topics and bigger goals?</i>	 Curriculum Hinterland <i>What wider knowledge will deepen our understanding of this topic?</i>
This term strengthens the professional knowledge students will need for subsequent work on roles and responsibilities, partnership working, observations and planning. Students need to understand safeguarding, confidentiality and professional boundaries before considering how practitioners work with families and other agencies or how information about a child's development should be recorded and shared. The source curriculum also identifies this content as preparation for later synoptic assessment, where students will need to apply professional knowledge to realistic scenarios rather than treat legislation as isolated factual content.	Students deepen their understanding by exploring the wider relationship between children's rights, regulation and professional ethics. The Early Years Foundation Stage provides important context for understanding statutory expectations, while Ofsted demonstrates how external inspection and quality assurance contribute to maintaining standards. Students also consider how safeguarding culture depends on more than individual procedures. Effective settings require staff to recognise concerns, communicate appropriately and understand that protecting children is a shared responsibility.

Equality and inclusion provide strong links to Citizenship and wider British society, encouraging students to consider how services should respond fairly to children from different backgrounds and with different needs.

The source curriculum identifies the EYFS, Ofsted, children's rights, equality and diversity, safeguarding culture and professional ethics as important wider knowledge for this area.



Authentic connections

How does this topic connect to real life, careers, other subjects and important values?

Students' spiritual development is supported through reflection on dignity, trust and the responsibility adults hold when caring for young children. They consider why professional relationships must respect the individuality and worth of every child. Moral development is particularly strong within this term. Students explore situations in which practitioners have to make difficult decisions about confidentiality, safeguarding, fairness and children's safety. They consider why professional responsibilities sometimes require adults to act even when doing so may be uncomfortable. Social development is strengthened through understanding that safe early years practice depends upon agreed expectations, effective communication and shared responsibility. Students recognise that practitioners do not operate entirely independently but within professional teams and systems. Cultural development is developed through equality, diversity and inclusion. Students consider how early years settings should respect different identities, cultures, beliefs and family circumstances while ensuring that no child experiences discrimination.

Strong cross-curricular connections are made with Citizenship through rights and responsibilities, PSHE through safeguarding and wellbeing, English through professional communication, and Law and Health and Social Care through statutory responsibilities and professional practice. These links are identified explicitly within the source curriculum.

Career Links:

This term focuses on careers where safeguarding, regulation and professional accountability are particularly significant.

- A key career focus is the Early Years Safeguarding Lead, who supports staff in recognising safeguarding concerns, ensures procedures are followed and works with other professionals when children may need protection.
- Students can also explore the role of an Ofsted Inspector, who evaluates whether early years provision meets required standards and considers areas such as safeguarding, quality of provision and leadership.
- A further connection is the Social Worker, who may become involved when children or families require additional support or where there are concerns about a child's welfare.

The Skills Builder Framework is embedded throughout the enquiry, with particular emphasis on Problem Solving, Listening and Adapting.

- Problem Solving is developed through safeguarding and professional scenarios where students must identify the central issue, decide which responsibility applies and determine an appropriate course of action.
- Listening is developed through consideration of disclosures and professional communication. Students recognise that practitioners need to listen carefully to children and adults without making assumptions or promising inappropriate confidentiality.
- Adapting is developed as students consider how professional responses must change according to the circumstances. Different children, families and safeguarding concerns require practitioners to respond appropriately while remaining within agreed procedures.



 Resources <i>What books, websites, videos and materials will support our learning?</i>	 Assessment <i>How will we show what we know, remember and can apply?</i>
Teaching is supported by the NCFE CACHE Level 1/2 Technical Award specification, NCFE sample papers and mark schemes, the EYFS Statutory Framework and relevant Ofsted guidance. Government safeguarding guidance, setting policies, confidentiality procedures and realistic professional scenarios allow students to see how statutory expectations translate into everyday practice. The existing curriculum recommends retrieval quizzes, safeguarding scenarios, confidentiality and equality case studies, comparison of legislation and policies and extended NCFE-style questions.	Assessment during Term 4 continues to measure both substantive and disciplinary knowledge, but the increasing importance of professional judgement means the balance now moves slightly towards application. Approximately 45% of assessment focuses on substantive knowledge and 55% on disciplinary knowledge. The 45% substantive knowledge includes students' understanding of legislation, statutory frameworks, policies, procedures, Ofsted, safeguarding, health and safety, equality and diversity, confidentiality and professional expectations. The 55% disciplinary knowledge assesses students' ability to identify relevant responsibilities within scenarios, apply policies appropriately, analyse safeguarding situations, justify information sharing, compare procedures and evaluate professional responses. Assessment will include retrieval of key legal and professional terminology alongside scenario-based questions, comparisons, case-study analysis and extended NCFE-style responses using AO1–AO3 approaches. The source curriculum already identifies these assessment methods, including examination-style questions and applied vocational scenarios.
Term 5 Topic	 Expectations of the Early Years Practitioner (Component 5 and 6)



Big Picture

What are the main ideas and big questions in this topic?

During Term 5, students move from understanding the legal framework surrounding early years practice towards considering what professional practice looks like in everyday behaviour and decision-making.

Students explore the expectations placed upon early years practitioners and consider why qualities such as reliability, appropriate communication, professional appearance, punctuality, confidentiality and respectful behaviour matter when working with children and families. They begin to understand that professionalism is not simply about following rules; it is about creating trust, maintaining safe relationships and consistently acting in the best interests of the child.

The term therefore develops the idea that practitioners hold a position of significant responsibility. Children and families need to be able to trust that adults working within early years settings will behave appropriately, maintain clear professional boundaries and take responsibility for the quality of their own practice.



Zoom In

What knowledge, skills and key vocabulary will we learn step by step?

The enquiry begins by asking what makes somebody a professional early years practitioner. Students examine expectations around appearance, behaviour, attendance, timekeeping and communication before considering wider ideas such as professional boundaries, responsibility, confidentiality and reflective practice.

Substantive Knowledge:

- Students develop secure knowledge of the professional expectations placed upon early years practitioners, including appropriate appearance and behaviour, reliable attendance, punctuality and responsible working practices. These expectations are already identified within the original Year 10 curriculum as important aspects of practitioner conduct.
- Students understand the importance of communicating appropriately with children, parents, carers and colleagues. They consider the need for respectful language, appropriate tone, active listening and accurate professional communication.
- They also develop knowledge of professional boundaries, recognising that practitioners need to establish warm and supportive relationships with children and families while maintaining an appropriate professional role.
- Confidentiality is revisited as part of professional responsibility, alongside the need to handle information carefully, follow agreed procedures and recognise when information must be shared for safeguarding purposes.
- Students also begin to understand the importance of accountability and reflective practice: practitioners need to take responsibility for their actions, recognise limitations and seek support when necessary.

Disciplinary Knowledge:

- Students apply professional expectations to realistic workplace scenarios and decide whether practitioner behaviour is appropriate.
- They learn to identify weaknesses in professional practice and explain the possible consequences for the child, family, setting or practitioner. For example, poor timekeeping is considered not simply as an employment issue but in relation to staffing, supervision, children's routines and colleagues' workloads.

- Students increasingly justify what an appropriate professional response should look like and distinguish between personal preference and professional responsibility.
- They also evaluate communication scenarios, considering how the same information may need to be communicated differently to a young child, a parent, a colleague or another professional.
- Students develop the disciplinary habit of considering action → consequence → professional responsibility → improvement, helping them move beyond simply describing desirable qualities.

Key Vocabulary: professionalism, professional conduct, professional boundary, accountability, responsibility, reliability, punctuality, attendance, confidentiality, communication, active listening, respectful practice, appropriate behaviour, appearance, integrity, trust, duty of care, reflective practice, role model, child-centred practice

 Pre-Requisite Knowledge <i>What have we already learned that will help us with this topic?</i>	 Pitch Up <i>How will we challenge ourselves?</i>
Students build directly on Term 4, where they explored legislation, safeguarding, confidentiality, equality and the policies and procedures that underpin safe early years practice. They therefore already understand what practitioners are required to do. Term 5 develops this by considering how practitioners themselves are expected to behave while carrying out those responsibilities. Students also draw on their earlier understanding of child development, relationships, care routines and play. This helps them recognise that professional behaviour has a direct impact on children's emotional security, safety and experiences within an early years setting.	Challenge within the term comes through recognising that professional practice often involves judgement rather than simply following a checklist. More confident students should analyse how one practitioner's behaviour can affect children, families, colleagues and the reputation of the setting. Higher-attaining students should distinguish between minor professional weaknesses and conduct that may create more serious safeguarding or ethical concerns. They should also begin evaluating situations where professional responsibilities may conflict with personal relationships or opinions, recognising that practitioners must maintain appropriate boundaries and place the child's needs at the centre of their decisions.
 Wider Framework <i>How does this learning connect to future topics and bigger goals?</i>	 Curriculum Hinterland <i>What wider knowledge will deepen our understanding of this topic?</i>
This term prepares students directly for Term 6: Roles and Responsibilities within Early Years Settings. Before students examine how practitioners work alongside parents, carers and specialist professionals, they need to understand the standards of communication and conduct expected from the individual practitioner.	Students deepen their understanding through consideration of professional ethics and why society places particular expectations upon adults who work with children. Early years practitioners hold a position of trust. Their professional behaviour therefore contributes not only to individual children's experiences but to public confidence in early years services.

The learning also provides an important foundation for later study of observation and planning, where practitioners must record information accurately, communicate professionally and take responsibility for decisions about children's development.

The original curriculum identifies professional expectations as important preparation for roles, responsibilities, partnership working, observations and planning.

Students can also explore the wider idea of professional identity, considering how occupations such as teaching, nursing, social work and childcare establish codes of behaviour and expectations because professionals work with people who may be vulnerable.

This provides strong links with PSHE, Citizenship, Health and Social Care and the world of work.



Authentic connections

How does this topic connect to real life, careers, other subjects and important values?

Students' spiritual development is supported through reflection on their own values and the qualities they believe are important in someone trusted with the care of young children. Moral development is central to the term as students consider honesty, integrity, trust, confidentiality and appropriate professional boundaries. They recognise that professional behaviour often requires people to act responsibly even when nobody is directly supervising them. Social development is strengthened through the study of communication and workplace relationships. Students consider how reliability, respect and effective communication contribute to successful teams and positive relationships with families. Cultural development is supported through discussion of respectful professional practice with families from different backgrounds. Students recognise that professionalism includes avoiding assumptions and communicating sensitively with people whose experiences, beliefs or expectations may differ from their own.

Career Links: This term focuses on careers where professional trust, communication and conduct are especially important.

- A key career focus is the Childminder, who often works independently and therefore needs particularly strong professional judgement, organisation and accountability when caring for children and communicating with families.
- Students can also explore the role of a Nursery Manager, who is responsible not only for their own conduct but for maintaining professional expectations across a team.
- A further connection is the Early Years Teacher, whose role requires them to model professional behaviour, communicate effectively with families and colleagues and maintain clear boundaries while developing supportive relationships with children.

The Skills Builder Framework is embedded throughout the enquiry, with particular emphasis on Self-Awareness, Speaking and Adapting.

- Leadership is developed as students reflect on their own behaviour, communication and reliability and consider how these qualities would be perceived within a professional environment.
- Speaking is developed through workplace scenarios where students need to communicate professionally with children, parents, carers and colleagues and explain how communication should change according to audience and situation.
- Adapting is developed as students recognise that professional communication and behaviour need to respond appropriately to different circumstances while remaining within clear professional boundaries.



	Resources <i>What books, websites, videos and materials will support our learning?</i>		Assessment <i>How will we show what we know, remember and can apply?</i>
Teaching is supported by the NCFE CACHE Level 1/2 Technical Award specification and NCFE's dedicated Content Area 6 resource materials. NCFE provides a separate resource pack for this content area containing a Scheme of Work, learner workbook, PowerPoint presentations and formative quiz materials. Professional scenarios, workplace case studies, communication role play and examples of staff codes of conduct can be used to make the expectations more concrete. The existing curriculum also identifies professional conduct reflections and applied workplace scenarios as appropriate ways of assessing understanding.		Assessment during Term 5 continues to measure both substantive and disciplinary knowledge, with professional application now carrying the greater weighting. Approximately 40% of assessment focuses on substantive knowledge and 60% on disciplinary knowledge. The 40% substantive knowledge includes students' understanding of professional conduct, appropriate appearance and behaviour, attendance, punctuality, communication, confidentiality, professional boundaries, reliability and accountability. The 60% disciplinary knowledge assesses students' ability to apply these expectations to realistic scenarios, identify inappropriate practice, explain consequences, recommend appropriate responses and justify how practitioners should communicate or behave. Assessment will include retrieval of professional terminology alongside workplace scenarios, communication tasks and extended NCFE-style responses.	
Term 6 Topic		Roles and Responsibilities within Early Years Settings (Component 7)	
	Big Picture <i>What are the main ideas and big questions in this topic?</i>		
During Term 6, students bring together their learning from across Year 10 by exploring the roles and responsibilities of professionals working within and alongside early years settings. They consider why effective early years practice depends not only on the individual practitioner, but on strong partnership working with parents, carers, colleagues and specialist professionals. Students investigate how different professionals contribute to children’s learning, development, health and wellbeing and why support may sometimes need to extend beyond the early years setting. They explore the importance of communication, information sharing and coordinated support when meeting individual needs.			

The central idea is that supporting children is a shared professional responsibility. Effective practice requires practitioners to recognise the limits of their own role, know when additional expertise is needed and work collaboratively with others while keeping the child at the centre of decision-making. The source curriculum identifies partnership working, specialist professionals, external agencies and effective communication as the core knowledge for this content area.



Zoom In

What knowledge, skills and key vocabulary will we learn step by step?

The enquiry begins by examining the role of the early years practitioner before widening out to consider parents, carers, colleagues, specialist professionals and external agencies. Students explore how and why professionals share information, when referrals may be required and how effective partnership working can improve outcomes for children and families.

Substantive Knowledge:

- Students develop secure knowledge of the roles and responsibilities of the early years practitioner, including supporting children's care, development, learning, wellbeing and safety.
- They explore the importance of partnership working with parents and carers and understand that families hold valuable knowledge about the child. Students consider how strong relationships between practitioners and families can support consistency, communication and better outcomes.
- Students also develop knowledge of the roles of specialist professionals and external agencies who may become involved in supporting a child or family. They understand that different professionals bring different areas of expertise and may work together when a child has additional developmental, health, communication, safeguarding or educational needs.
- They learn why effective communication and information sharing are essential within professional partnerships and connect this back to their previous learning about confidentiality and safeguarding. The source curriculum explicitly identifies practitioner roles, parent partnerships, specialist professionals, external agencies and information sharing within this unit.

Disciplinary Knowledge

- Students learn to analyse a child's needs and decide which professional or service may be most appropriate to provide additional support.
- They compare the roles of different professionals and identify where responsibilities overlap and where specialist expertise may be required. Rather than simply naming professionals, students are expected to explain why their involvement would be appropriate in a particular situation.
- Students also analyse examples of partnership working and evaluate how effective communication between families, practitioners and professionals can improve outcomes for children.
- Case studies allow students to identify when a referral may be needed, consider what information should be shared and justify an appropriate professional response. They increasingly recognise that effective multi-agency working depends on communication, clear responsibilities and appropriate information sharing.
- The source curriculum identifies analysis of partnership working, comparison of professional roles, referral decisions and evaluation of multi-agency support as key higher-level expectations.

Key Vocabulary: role, responsibility, partnership working, parent, carer, practitioner, specialist professional, external agency, multi-agency working, referral, additional needs, SEND, communication, information sharing, confidentiality, consent, safeguarding, collaboration, coordinated support, family-centred practice, child-centred practice, professional responsibility

 Pre-Requisite Knowledge <i>What have we already learned that will help us with this topic?</i>	 Pitch Up <i>How will we challenge ourselves?</i>
Students draw on learning from across the whole of Year 10. Their understanding of child development and influencing factors helps them recognise when a child may need additional support. Knowledge of care routines and play allows them to understand the practitioner's day-to-day responsibilities, while their study of safeguarding, confidentiality and professional conduct provides the framework within which information and concerns must be communicated. The source curriculum identifies this cumulative knowledge of development, transitions, care routines, safeguarding, equality, confidentiality and professional expectations as the basis for understanding why practitioners must work together effectively.	Challenge comes through moving beyond knowing what different professionals do towards deciding when and why their involvement is needed. More confident students should compare professional roles and recognise that a child's needs may require support from several people rather than a single practitioner. Higher-attaining students should analyse multi-agency scenarios, prioritise the needs of the child and justify which professionals should be involved and what information should be shared. They should also begin to evaluate the effectiveness of partnership working, recognising potential barriers such as poor communication, unclear responsibilities or inappropriate information sharing.
 Wider Framework <i>How does this learning connect to future topics and bigger goals?</i>	 Curriculum Hinterland <i>What wider knowledge will deepen our understanding of this topic?</i>
Term 6 completes the Year 10 foundation by showing students how the knowledge studied across the year comes together within professional early years practice. It prepares students for later work involving observations and planning, where practitioners will need to gather information, communicate appropriately with others and use evidence to support children's development. The source curriculum also identifies this unit as important preparation for the synoptic NEA because students will need to apply their understanding of professional roles and collaborative working to realistic childcare scenarios. It also supports progression into Level 3 Early Years courses, apprenticeships and employment.	Students deepen their understanding through the wider concept of multi-agency working. Children's needs do not fit neatly within professional boundaries, so education, health, social care and family services may need to work together. The Early Years Foundation Stage principle of positive relationships provides an important context for understanding partnership with families. Students can also consider how multi-agency working supports children with SEND, safeguarding needs or more complex family circumstances and why family-centred practice is important when professionals make decisions. The source curriculum highlights positive partnerships, SEND support, children's rights to coordinated support and family-centred practice as useful wider knowledge for this unit.



Authentic connections

How does this topic connect to real life, careers, other subjects and important values?

Students' spiritual development is supported through recognising the individuality of children and reflecting on why professional support should respond to the whole child rather than simply a diagnosis or difficulty. Moral development is strengthened through consideration of professional responsibility. Students explore the importance of acting when a child needs additional support, sharing information appropriately and ensuring that decisions remain focused on the child's best interests. Social development is particularly significant in this term. Students examine how successful outcomes depend on collaboration, communication, trust and mutual respect between families and professionals. Cultural development is supported through family-centred practice. Students recognise that professionals work with families from a wide range of backgrounds and must communicate respectfully, avoid assumptions and ensure that support is inclusive.

Strong links are made with Health and Social Care, PSHE, Citizenship and English, particularly through professional communication, inclusion, responsibilities and coordinated support. These connections are also identified within the source curriculum.

Career Links:

This term focuses on careers where partnership working and coordinated support are central.

- A key career focus is the SEN Teaching Assistant, who may work closely with teachers, SENCOs, families and external professionals to support children with additional needs.
- Students can also explore the role of a Health Visitor, who works with young children and families and may liaise with early years settings, GPs and other health professionals.
- A further connection is the Family Liaison Officer, who helps strengthen communication between families and educational settings and may support families in accessing appropriate services.

The Skills Builder Framework is embedded throughout the enquiry, with particular emphasis on Teamwork, Listening and Leadership.

- Teamwork is central because students examine how effective support depends on professionals working collaboratively, sharing responsibility and contributing different areas of expertise.
- Listening is developed through consideration of communication with children, families and professionals. Students recognise that effective partnership begins with understanding different perspectives and information.
- Leadership is developed as students consider when practitioners need to take responsibility, raise concerns, coordinate support or ensure that agreed actions are followed through.



Resources

What books, websites, videos and materials will support our learning?

- Teaching is supported by the NCFE CACHE Level 1/2 Technical Award specification, NCFE sample assessment materials and the EYFS framework.



Assessment

How will we show what we know, remember and can apply?

Assessment during Term 6 measures both substantive and disciplinary knowledge, with a stronger emphasis on application and synoptic thinking.

- Case studies involving partnership working and referrals are particularly important, alongside professional role cards, organisational charts and referral pathway diagrams.
- The source curriculum also recommends videos or guest speakers from early years professions, matching activities involving specialist professionals, communication role-play and extended examination-style responses.

Approximately 35% of assessment focuses on substantive knowledge and 65% on disciplinary knowledge.

The 35% substantive knowledge includes students' knowledge of practitioner roles and responsibilities, partnership working with parents and carers, specialist professionals, external agencies, referrals, communication and information sharing.

The 65% disciplinary knowledge assesses students' ability to analyse children's needs, select appropriate professionals, compare professional roles, identify when referrals may be necessary, evaluate partnership working and justify professional responses.

Assessment will include retrieval of key roles and terminology alongside case studies, referral scenarios, professional communication tasks and extended NCFE-style questions. The source curriculum specifically identifies AO1–AO3 application to realistic childcare scenarios as an appropriate end-of-unit assessment approach.