

T LEVEL EDUCATION AND EARLY YEARS KEY STAGE 5 CURRICULUM OVERVIEW

By the end of Key Stage 5, students should:

Know	<i>Students will learn about typical and atypical child development, key learning theories (such as those by Piaget, Vygotsky, and Bowlby), and the impact of early experiences on brain development and lifelong outcomes. Students must be able to identify developmental delays, support holistic growth across physical, cognitive, emotional, and social domains, and implement the Early Years Foundation Stage (EYFS) framework. They will learn how to promote literacy, numeracy, and communication through play, ensuring inclusive and differentiated learning, and supporting children with SEND. Safeguarding knowledge, including legislation and procedures for abuse and neglect, is essential, alongside maintaining a safe, hygienic environment and respecting confidentiality and data protection. Students will know how to promote health, equality, and cultural awareness, adapt provision for diverse needs, and uphold British values. Professionalism, ethical conduct, teamwork, and continuous development are key, as is using observation and assessment to plan learning and involve families. Supporting transitions and effective communication between settings also play a vital role in ensuring positive outcomes for children.</i>
Do	<i>Students will be work-ready by being able to support the care, learning, and development of young children by creating nurturing, stimulating environments that promote growth across all areas. They will implement national frameworks such as the National Curriculum to ensure consistent, high-quality education, while working safely, ethically, and collaboratively with colleagues, parents, and other professionals to meet children's individual needs. Reflective and evidence-based practice underpins their approach, enabling continuous improvement and responsiveness to children's progress, interests, and wellbeing.</i>
Appreciate	<i>Students will appreciate that Early Years professionals play a vital and multifaceted role in shaping children's futures. Every child is unique, developing at their own pace and influenced by their personality, background, and experiences. Learning in the early years is driven by play, exploration, and relationships, with each interaction helping to build a child's confidence, curiosity, and sense of belonging. Respecting children's voice and agency is essential, as even the youngest learners can express opinions and make choices. These formative years are critical for brain development, emotional security, and long-term achievement, with quality early education having a particularly profound impact on disadvantaged children. The role goes beyond 'childcare' — it blends education, care, and nurture, and carries an ethical duty to protect and promote wellbeing at all times. Safeguarding is not just policy but a mindset of vigilance and care, requiring decisive action when a child's safety is at risk. Professionals must work in partnership with families, collaborate with colleagues and external agencies, and embrace the richness of diverse cultures and backgrounds. Inclusive practice benefits all children and helps challenge bias, creating environments where everyone can thrive. The profession demands integrity, empathy, and emotional resilience, and is built on trust, respect, and lifelong learning. Reflection, feedback, and openness to growth are key, as is recognising the joy, creativity, and deep reward that come from working with children.</i>

Curriculum coverage

	Topic	Coverage
Year 12	Core Knowledge	<ul style="list-style-type: none"> Wider education sector Supporting education Safeguarding, equality and diversity, and wellbeing Special educational needs and disabilities (SEND) Child development Working in partnership Professional practice
	Employer-Set Project (ESP)	<ul style="list-style-type: none"> Communicate information clearly to engage children and young people Work with others to plan and provide activities to meet children and young people's needs Use formative and summative assessment to monitor children and young people's progress to plan and shape educational opportunities Assess and manage risk to own and others' safety when planning activities
Year 13	Occupational Specialism Knowledge	<ul style="list-style-type: none"> Support the class teacher to enhance children's education, individually and in groups Plan, provide and review educational opportunities in collaboration with teachers and other adults Safeguard and promote the health, safety and wellbeing of children and young people Recognise, adapt and respond to individual children's needs, including those with special educational needs and disabilities (SEND), to support development and access to the curriculum
	Occupational Specialism Skills	<ul style="list-style-type: none"> Work closely with teachers to ensure own contribution aligns with the teaching Ensure regular communication with teachers to provide clarity and consistency of role within lessons Provide clear and accurate explanations of instructions, processes and concepts Use appropriately varied vocabulary for age and developmental stage to ensure pupils' understanding Embed strategies for effectively managing behaviour in line with the school's policy Use appropriate school computer systems and software Use technology to support educational development Facilitate learning outside of the classroom

Wider Key Stage 5 Curriculum

Industry Work Placement and Wider Professional Practice:

Industry placements are intended to provide students with the opportunity to develop the knowledge, skills and behaviours required for skilled employment in their chosen occupation, and which are less easily attainable by completing a qualification alone. Placement takes place at Huntingtower Community Primary (A Priory Academy). In Year 12, this will take each Thursday for the full day starting after October half term. In Year 13, placement will take place two days a week, on a Monday and Tuesday.

Minimum of 315 hours (45 days)

A fully qualified T Level assessor for Priory Ruskin Academy will also attend placement to support, give advice and guidance for students to achieve highly in Assignment 1 of the Occupational Specialism (structured observation of skills on the industry placement). Our assessor also completes an hour session each week in sixth form to guide the students in their observations.