Unit 5/306-Outcome 3 Support inclusion and inclusive practices in work with children and young people

PLTS

IE 4 - analyse and evaluate information, judging its relevance and value

**1.2 explain the importance of promoting the rights of all children and young people to participation and equality of access**

Explain why promoting the rights of all children and young people to participation and equality of access has become important?

|  |  |
| --- | --- |
| Area of importance | Why is this important? |
| Human rights |  |
| Equal opportunities |  |
| Social opportunities |  |
| Other |  |

* What do schools need to have in place with regard to promoting the rights of all children and young people to participation and equality of access and for what reasons?
* List some of the different kinds of pupils who may be particularly vulnerable to accessing equal participation.

PLTS-

RL 5 - evaluate experiences and learning to inform future progress

RL 6 - communicate their learning in relevant ways for different audiences

**1.3 explain the importance and benefits of valuing and promoting cultural diversity in work with children and young people**

* Describe some of the kind of strategies schools use to promote cultural diversity in work with children and young people. Use examples from your own practice and experience.
* Explain how strategies like those described above are of benefit to children and young people.
* Justify why promoting cultural diversity is important in the work with children and young people.

Unit 5/306: Promote equality, diversity and inclusion in work with children and young people

**Learning outcome 2-** **Understand the impact of prejudice and discrimination on children and young people**

**PLTS**

**EP 1 - discuss issues of concern, seeking resolution where needed**

**EP 2 - present a persuasive case for action**

**EP 3 - propose practical ways forward, breaking these down into manageable steps**

**EP 4 - identify improvements that would benefit others as well as themselves**

**2.1 explain ways in which children and young people can experience prejudice and discrimination**

**2.2 analyse the impact of prejudice and discrimination on children and young people**

# Prejudice

# Discrimination

## **How prejudice and discrimination may be experienced**

## **Impact on children and young people**

**2.3 evaluate how own attitudes, values and behaviour could impact on work with children and young people**

**RL 5 - evaluate experiences and learning to inform future progress**

* Describe and explain what kind of influences create our own attitudes, values and behaviour.
* Explain how these attitudes, values and behaviour could impact on work with children and young people?
* Reflect on ways we can become more effective when working with young people and children by challenging our attitudes, value and behaviour
* What suggestions can you offer to overcome personal prejudices.

**2.4 explain how to promote anti-discriminatory practice in work with children and young people**

* Why is it important to promote anti-discriminatory practice with children and young people?
* List and explain what things you can promote or develop yourself in your own practise to promote ant-discriminatory practice in your role?

**2.5 explain how to challenge discrimination.**

**EP 6 - act as an advocate for views and beliefs that may differ from their own**

* Describe what strategies you use to challenge discrimination if you encounter it in school or in class?
* Detail the official ways it can be challenged in your setting?

# Unit 5/306-Outcome 3- Support inclusion and inclusive practices in work with children and young people

**3.1 explain what is meant by inclusion and inclusive practices**

**IE 2 - plan and carry out research, appreciating the consequences of decisions**

* What should inclusion and inclusive practice take account of?
* Comment on the legal position on inclusion and what must the school ensure it provides?
* Describe the practices in your setting that are used to promote inclusion?

**3.2 identify barriers to children and young people’s participation**

**CT 1 - generate ideas and explore possibilities**

**CT 2 - ask questions to extend their thinking**

|  |  |  |  |
| --- | --- | --- | --- |
| Barriers | How these can be manifested  in school | Impact of these barriers on pupils | Ways a school can remove these barriers |
| Physical |  |  |  |
| Organisational |  |  |  |
| Communication |  |  |  |
| Attitudes within school community |  |  |  |