

Health and Social Care Department

Curriculum Intent and Rationale

Modern society is ever evolving in terms of 'societal norms', however, human development and how we treat and care for one another continues to be at its core.

About 3 million people work in health and social care. Health care roles include doctors, pharmacists, nurses, midwives and healthcare assistants, while social care roles include care assistants, occupational therapists, counsellors and administrators. Together, they account for nearly one in ten of all paid jobs in the UK. Demand for both health and social care is likely to rise, so they will continue to play a key role in UK society and the demand for people to carry out these vital roles will increase. **Study of this sector at Key Stage 4 will complement GCSE study** through providing an opportunity for practical application alongside conceptual study. There are also strong opportunities for post-16 progression in this important sector.

The aim of the Health and Social care curriculum is for students who want to acquire technical knowledge and technical skills through vocational contexts as part of their Key Stage 4 learning. The qualification recognises the value of learning skills, knowledge and vocational attributes to **complement GCSEs**. The Health and Social care curriculum will broaden the learners experience and understanding of the varied progression options available to them. The Health and Social care curriculum aims to equip our students to discover the impact of positive and negative human development and how to critically analyse how these factors affect our day to day lives. Health and Social Care enables students to explore academically and practically areas that influence how we develop throughout life stages and in turn raise expectations of how we can live successful and healthy lives now and in our future.

Health and Social Care promotes opportunities for students to draw from real life experiences, case studies and opportunities to undertake research to compliment learning and create skills that will be used throughout their lives. These skills encourage students to think outside typical teenage ego-centrism and begin to challenge the way they perceive the world we live in. Furthermore, highlighting how human relationships, physical environments and socioeconomic status may influence how they develop.

Through investigation of health and well-being and how our lifestyle choices effect how healthy we are, students access different resources and external agency advice and guidance that encourages them to talk about areas and raise awareness of signs and symptoms of: abuse, addiction, illness and mental health.

Our diverse range of students supplements learning by allowing group discussions to be engaging, promoting time for powerful knowledge and cultural capital to be explored and teenage mindsets to be broadened.

As UK Citizens we are privileged to have access to the National Health Service and other supporting services that allow us ensure we live healthy lives. It is imperative students are aware of how the 7 Care Values are transferable skills that they will adhere to throughout their working lives and when working alongside others and within their families. Through reflective practice of their own actions and performance we intend to instil values in students that will encourage them to be well rounded individuals in society with the confidence and buoyancy to empower them to chase their career aspirations and to create, thoughtful and caring individuals who will in turn, pass these values on in the future.

The Health and Social Care curriculum, which is delivered through the academy's mastery rubric curriculum aims to create a happy, purposeful and supportive environment where students are enabled to become successful learners, develop their full potential and achieve the highest educational standards they can. We believe a collaborative culture is fundamental in enabling children to develop personally and emotionally, and as young citizens. Children grow up in a complex and ever-changing world and are exposed to an increasing range of influences. The Health and Social Care curriculum aims to build on and complement the learning that has already started at home to provide the knowledge, understanding and skills that children need to lead healthy, fulfilling and meaningful lives, both now and in the future.

The Health and Social Care curriculum unit 2 broadly focusses on care values that are also central to our school ethos, supporting children in their development, and underpinning learning in the classroom, school, and in the wider community. Values are fundamental expressions of what we think and believe. As a school we encourage children to think about personal and social values, to become aware of, and involved in the life and concerns of their community and society, and so develop their capacity to be active and effective future citizens.

Care values equips children with the knowledge, understanding, skills and strategies required to live healthy, safe, productive, capable, responsible and balanced lives. It encourages them to be enterprising and supports them in making effective transitions, positive learning and career choices, and in achieving economic wellbeing. A critical component of the care values is providing opportunities for children to reflect on and clarify their own values and attitudes, and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future.

Care values contributes to personal development by helping students to build their confidence, resilience and self-esteem, and to identify and manage risk, make informed choices and understand what influences their decisions. It enables them to recognise, accept and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings. Developing an understanding of themselves, empathy and the ability to work with others will help students to form and maintain good relationships, develop the essential skills for future employability and better enjoy and manage their lives.

These key ideas need to be covered and reflected in the teaching of the Health and Social Care curriculum, which has been divided into these three key components. The three components focus on the assessment of knowledge, skills and practices. These are all essential to developing a basis for progression and, therefore, students need to achieve all components in order to achieve the qualification. The components are interrelated and they are best seen as part of an integrated whole rather than as totally distinct study areas. Students will normally take this qualification over a two-year period. This means that they are given the opportunity to build their confidence in understanding the sector, vocational contexts and vocational attributes over a long period during the course of study before they are assessed.

In year 10 students will focus on component one, whereby students will study how people grow and develop over the course of their life, from infancy to old age, this includes physical, intellectual, emotional and social development, and the different factors that may affect them. An individual's development can be affected by major life events, such as marriage, parenthood or moving house, and you will learn about how people adapt to these changes, as well as the types and sources of support that can help them. Students will develop transferable skills, such as written communication skills, which will support their progression to Level 3 vocational or academic qualifications.

Successful delivery of this component will allow students to develop their knowledge and understanding of human growth and development, and also life events. Case-study materials are used to illustrate the different aspects of growth and development which enhance students understanding.

Students will assess how an individual has changed over the course of three life stages. Students have an opportunity to choose the person they want to study, Teachers advise students to ensure that the proposed individual is suitable. Information could be gathered by desk research or in other ways, for example through interviews. The person chosen could be someone they know about but do not know personally, or it could be someone who is known personally to the learner, such as a family member. Real case-study materials can be used. It can be difficult to access information directly about a person's development and the factors that have affected it, especially for the earliest life stages. In these instances, it is acceptable for students to speculate, for example they might say that it can be assumed that a particular development occurred because that is what normally would be expected during a given life stage.

Students will move onto look at how the substantive knowledge of life events are put into practice and reflected in a chosen situation. Students will assess how two individuals have coped with the same type of life event (the life event to be chosen by the student from the list given in the Teaching content). Students will do this by talking to the individuals. Teachers guide students as to the types of question to ask. Students will need to respect the confidentiality of interviewees. Alternatively, it would also be acceptable for students to use real case studies.

The curriculum then moves on to study component two where students will study and explore practically, health and social care services and how they meet the needs of real service users. They also develop skills in applying care values.

This component gets the students to critically reflect on their personal experiences by examining a point in their life when they needed or will need health care. It is likely that they have already had an appointment with a doctor. If they did, they are described as a 'service user'. This means that you have been given health care from a person who was trained to give you care – they are called 'service providers'. You might know someone who needs social care. This is different from health care, although both types of care are closely linked. People who need social care are not always ill – they may be unable to carry out everyday activities like getting dressed or feeding themselves, or they may need help with their day-to-day lives. Providing good health and social care services is very important and a set of 'care values' exists to ensure that this happens. Care values are important because they enable people who use health and social care services to get the care they need and to be protected from different sorts of harm. This component will give you an understanding of health and social care services and will help you develop skills in applying care values that are common across the sector (some of which are transferable to other sectors that involve interactions with clients or customers). This component will help students to progress to Level 3 vocational or academic qualifications.

Successful delivery of this component will allow students to develop their knowledge and understanding of services and care values. When teaching learners about services, these are exemplified with real examples wherever possible. Students benefit from direct contact with people who work in the health or social care sector talking to them about what they do, for example visiting speakers. Care values are fundamental to the health and social care sectors, and are linked to the services in learning aim A so that students can understand them in context. When teaching students about care values, it is useful to use case studies where care values were not applied so that students can appreciate their importance.

Students will move on to study Component three. In this component, students look at the factors that can have a positive or negative influence on a person's health and wellbeing. Students learn to interpret physiological and lifestyle indicators, and what they mean for someone's state of health. Students will learn how to use this information to design an appropriate plan for improving someone's health and wellbeing, including short- and long-term targets. Additionally, students will explore the difficulties an individual may face when trying to make these changes.

To support students learning KS4 skills are taught with student's regularly assessed using BTEC questions, giving an opportunity for extended writing under timed conditions. The curriculum has been designed to ensure mastery throughout, with consolidation of previous learning evident in each topic, component and composite. Students will start to develop and master the skills required to study Health and Social Care and utilise the writing frames to construct their own well-informed and accurate opinions. Regular specialist vocabulary tests are also incorporated into their study ensuring students are able to learn and apply key specialist vocabulary learnt on the content studied across the three components.

To ensure a smooth transition between the component's, both summative and formative assessments take similar format, the layout of key stage four assessments and types of

questions in the components will be similar to those of KS4 actual BTEC assessments and are marked using BTEC level descriptors. Feedback is also given in a similar format so that students can reflect on their progress in the same way using BTEC level descriptors for both coursework and exam component.

The Health and Social Care curriculum has been designed with the focus to create independent, curious and critical thinkers of Health and Social Care. It is only when young people have grappled with these 'real' life scenarios relating to people health and social care problems that they can begin to make sense of what they themselves believe and think and reflect on what quality care should look like. As education becomes increasingly utilitarian, viewed often as a means merely of contributing to a skills-based economy, Health and Social Care can encourage pupils to think, reflect and to develop their own sense of identity. Moreover, if young people are encouraged to recognise their own uniqueness and value, they will flourish both as individuals and as citizens in a diverse society and global community.