



Curriculum Overview: Health & Social Care

Exam Board: Pearson

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
7						
8						
9						
10	<p><b>Component 1</b></p> <ul style="list-style-type: none"> <li>○ A1 Human growth and development across life stages.</li> <li>○ Infancy</li> <li>○ Childhood</li> <li>○ Adolescence</li> <li>○ Early adulthood</li> <li>○ Middle adulthood</li> <li>○ Late adulthood</li> </ul>	<p><b>Component 1</b></p> <ul style="list-style-type: none"> <li>○ A2 Factors affecting growth and development.</li> <li>○ Physical</li> <li>○ Lifestyle</li> <li>○ Social</li> <li>○ Emotional</li> <li>○ Cultural</li> <li>○ Economic</li> <li>○ Environmental</li> <li>○ PSA</li> </ul>	<p><b>Component 1</b></p> <ul style="list-style-type: none"> <li>○ B1 D [Progress indicator]</li> <li>○ B2 C [Progress indicator]</li> <li>○ Sources of support.</li> <li>○ PSA</li> </ul>	<p><b>Component 2</b></p> <ul style="list-style-type: none"> <li>○ A1 Healthcare services</li> <li>○ A2 Social care services</li> </ul>	<p><b>Component 2</b></p> <ul style="list-style-type: none"> <li>○ A3 Barriers to accessing services</li> <li>○ B1 Skills and attributes in health and social care.</li> <li>○ B2 Values in health and social care.</li> </ul>	<p><b>Component 2</b></p> <ul style="list-style-type: none"> <li>○ B3 The obstacles individuals requiring care may face.</li> <li>○ B4 The benefits to individuals of the skills, attributes and values in health and social care practice.</li> </ul>
11	<p><b>Component 2/3</b></p> <ul style="list-style-type: none"> <li>○ A1 Factors affecting health and wellbeing.</li> <li>○ PSA</li> </ul>	<p><b>Component 3</b></p> <ul style="list-style-type: none"> <li>○ B1 Physiological indicators</li> <li>○ B2 Lifestyle indicators</li> </ul>	<p><b>Component 3</b></p> <ul style="list-style-type: none"> <li>○ C1 Person-centred approach.</li> <li>○ C2 Recommendations and actions to improve health and wellbeing.</li> </ul>	<p><b>Component 3</b></p> <ul style="list-style-type: none"> <li>○ C3 Barriers and obstacles to following recommendations.</li> <li>○ Revision</li> </ul>	<p><b>Component 3</b></p> <ul style="list-style-type: none"> <li>○ Final exam revision of case studies</li> </ul>	<p>-</p> <ul style="list-style-type: none"> <li>○ NA</li> </ul>

## Curriculum Intent

Child Development & Health and Social Care enable learners to understand the world around them through the lens of human health and wellbeing. In a world of heavy physical and mental pressures it equips learners with transferrable skills, developing vital values such as tolerance, respect and empathy. Both subjects are crucial to the future of the Health and Social Care sector within the UK.

Our aim is for learners to develop an **in-depth understanding of human development** over a full lifespan and are encouraged to discuss the impact of positive and negative factors throughout each life stage.

We strive to broaden learners' horizon by taking them beyond the everyday. As an exclusively key stage 4 subject we aim to un-lock potential in learners to be able to access **opportunities in their future** regardless of their background and starting point.

We aim to offer learners the opportunity to explore **three domains of key knowledge** within this subject. The first domain accounts for the majority of their final assessment marks as they study how humans grow and develop over the course of their life.

Our Learners will discuss how a **range of factors** and major life events can impact people and **how they can adapt to changes** within their life using a range of sources of support.

Our Learners will be introduced to a range of health and social care services and **discover how they can meet the needs of individuals** within a care setting.

Learners are **encouraged to become empathetic** through exploring the **key skills and attributes** within health and social care practice.

Our Learners will understand the importance of a person-centred care and **aim to promote respect, independence, empowerment, and dignity** within the professional practice.

Health and Social Care learners will display a broad understanding of **physiological and lifestyle indicators** in addition to always considering a person-centred approach to be able to make recommendations to improve and individuals' health and well-being.

Our Child Development learners are provided a broad and balanced insight into the **lifecycle of infants and children up until the age of 5 years old**.

Learners develop an understanding of being healthy before and during pregnancy and creating **conditions in which a child can thrive**. They continue to develop knowledge of how to prevent and manage childhood illnesses, in-depth studies into the nutritional needs of children as well as the physical, intellectual, and social development through observations and child studies.

Our intention is to ensure our **learners gain the exposure they deserve to a rich, valuable, and modern curriculum**.

## Curriculum Implementation

Our curriculum is **sequenced** to ensure that our learners are able to **identify their prior understanding** on each subject as neither are taught at KS3. This means they are **continually challenged** and are able to **build knowledge** and **develop key skills** using within our subject area.

Learners are provided **regular feedback** to enable them to **reflect** on controlled assessment tasks throughout their academic studies.

Our learners are able to **independently demonstrate** their newly acquired knowledge by application under **examination conditions**.

Teachers of Child Development and Health and Social Care regularly use **recall and retrieval** tasks to assess learner understanding.

All lessons begin with a **DNA** that is woven into the topic to pick out key areas of understanding.

Teachers make use of **demonstrate and connect tasks** to identify any **common misconceptions** at the end of each key topic.

Virtual baby models are used to **enrich our curriculum** offering to **enhance learners experience of the subject** outside of the classroom, providing a real-world experience of our subject aims.

Teachers use **scaffolding strategies** and **class models** to both support and **stretch and challenge** learners to complete high quality controlled assessment tasks.

Our learners are supported to **build upon knowledge** in lessons with the use of the **1do, we do, you do** model.

Each scheme of work includes **Framer models** to ensure clear understanding of key terminology in both subject areas.

Teachers of Health and Social Care and Child Development **make use of a tracking** document to ensure regular tracking and monitoring. Teachers are able to **identify learners who require intervention** to fill any gaps in learning that arise.

Our tracking documents generate **personalised learning checklists** for learners that enable them to **review and reflect on their own learning journey**. They are then able to access relevant and bespoke resources to **promote individual progress**.

Our learners have been provided with **extra-curricular experiences** such as healthcare professional speakers visiting school and external visits to Russell's Hall Hospital to visit areas such as Physiotherapy, Radiography and Theatre. Our Child Development learners also benefit from an external visit to a local nursery to ensure they have a solid understanding of a nursery before assessing the exam briefs based upon this type of setting.

Teachers of Child Development and Health and Social Care make use of tracking to formulate **whole class PLC's** to ensure any gaps in knowledge are filled before moving on to the next topic. Re-Teach opportunities are then built into the curriculum.

- Both subject areas are predicted to achieve above national average progress.
  - Current predictions show our Progress 8 score for Child Development is +0.71 and Health and Social Care is +0.54.
  - Health and Social Care is in line with previous years with 80% of learners gaining a Level 2 Pass.
  - It is predicted that Learners achieving a Level 2 Pass or above in Child Development this year will be 79.3%. This would be a slight increase from 2022 results being 71.4%.
  - Our SEND Learners are making significant progress this year in Child Development with an individual progress score of +0.75. This is up from -0.46 last year.
  - Assessments within our department are a priority following the 2022 exam analysis. Department leaders have introduced common assessments and feedback sheets to ensure quality assurance procedures are effective.
  - Health and Social Care has seen an increase in Males choosing the subject this year with Males accounting for over 10% of the year 10 cohort. This is a significant increase.
  - The exposition slides help the learners to recall prior learning to new learning and understand how they are building schema.
  - Through hands-on training and differentiation learners acquire practical skills such as communication, empathy, problem-solving, and teamwork, which are all essential for employability. They learn how to apply theoretical knowledge in real life situations, including providing care to individuals across different age groups and with various needs. Students develop these skills which are essential, but also beneficial in everyday social interactions.
  - Our curriculum covers contemporary issues such as mental health, substance abuse, child protection, and cultural diversity. Learners gain an insight into the challenges facing individuals and communities and learn how to address these challenges effectively.
  - By fostering an understanding of British Values and promoting inclusivity, the curriculum helps cultivate a sense of belonging and shared identity among students from diverse backgrounds. This contributes to building cohesive and resilient communities. Many regulatory bodies in the Health and Social Care and Childcare sector require professional to demonstrate competence in areas related to these topics. Embedding these principles in the curriculum ensures that learners meet these regulatory standards and are prepared for further education and professional practice in their chosen pathway.
  - The curriculum typically involves understanding individual' needs, including emotional support. This can lead to heightened emotional awareness and intelligence, equipping students with the skills to manage their emotions and empathise with others more effectively.
  - Students learn about various mental health conditions, which not only prepares them to support others, but also enhances their understanding and management of their own mental health, as they become more aware of resources available and may feel more comfortable accessing support.
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### Subject Department Priorities 2022 – 2023 – Curriculum Implementation – Teaching & Learning (How you teach it?)

1. Embedding regular opportunities to recall and retrieve knowledge from: last lesson, last week, last month, last term, with a common thread between them.	1. Regular use of Cold calling to include stretch questions allow learners to deepen their understanding of new ideas.	1. Teaching of vocabulary, implicitly and explicitly through strategies such as the Frayer model, offering a depth and breadth of words for learners to master the meanings, which are much deeper than just a definition.
1. To utilise live modelling, such as ‘I do, We do, You do’ to show the learners the ‘thinking’ behind extended writing responses, which supports SEND learners and reduces cognitive overload.	Ensure lesson starts are effective, responsive, and consistent in DNA application: using recall and retrieval questions so learners can build strong schemas.	1. To develop the use of feedback across the department to outline next steps for learners, so they can improve and develop meaningful responses, which deepens their understanding.

### Subject Department Priorities 2022 – 2023 – Curriculum Intent (What you teach?)

1. Teaching of a broad and balanced curriculum. Allowing all learners to have access to a wide range of activities that form engaging lessons.	1. Ensure Learners have a good understanding of exam board case studies by using the reciprocal reading strategies.	1. The delivery of a clear sequence of lessons, building on knowledge and offering a clear route to completing controlled assessments.
1. Learners will be given opportunities to apply and practice their knowledge acquisition of new subjects through extended writing.	1. Learners will acquire the skill of summarising and understand the importance of this when producing controlled assessment tasks to ensure the absence of plagiarism remains.	

### Subject Department Priorities 2022 – 2023 – Curriculum Implementation – Assessments (How do you check understanding?)

1. Continue to develop a robust department wide assessment procedure to improve the quality of learner work.	1. Planning for questioning within each scheme of learning, through intellectual preparatory sessions, to help identify misconceptions and regularly check for understanding within lesson time.	1. Teachers will consistently log data that has been collected to ensure opportunities for re-teach are planned into the curriculum.
1. Assess the independence of extended responses on a weekly basis. Teachers will regularly assess the knowledge acquisition through these strategies and plan for the next steps.	1. Learners will self-regulate their answers through verbal feedback and discussions. Teacher will address any common misconceptions through AfL strategies.	1. Teachers will use demonstrate and connect or green feedback sheet marking for formative assessments, giving actionable feedback. Teachers will assess if reteach activities are needed, to close the feedback loop.