



Health and Social Care Curriculum

Intent

Curriculum Vision

The Health and Social Care system allows the most vulnerable members of our society to be supported in interacting, engaging, and working with others, ultimately allowing them to live life to the full.

Students will:

1. Develop an understanding of the types, roles and responsibilities of care settings provided by local authorities.
2. Develop strong communication skills and learn to be self-aware in their interactions with others, using verbal and nonverbal skills to emphasise the meaning in what they say.
3. Embrace a culture of inclusion and understand equality and diversity. They develop understanding and empathy for a variety of learning needs, health needs and communication difficulties faced by members of our society.
4. Learn the importance of a healthy diet, and how to prepare food safely and following hygiene standards.

Key Stage 3 students are introduced to the concept of effective care when applied to different health, social and child care settings. Students learn about effective communication skills, and how they are applied in health, social and child care settings. Students learn about a variety of conditions which could affect communication, including Autism, and how communication skills may need to be adapted to ensure inclusive practice.

Key Stage 4 students explore the development of children through to older adulthood. Students become aware of a variety of health conditions which can impact on developmental milestones, and how these individuals are supported in different care settings. Students develop an awareness of the needs of the wider community and helps to promote inclusion of all in society, especially those with medical and learning needs.

Student can study this at greater depth in Key Stage 5.

Concepts and Skills

- The variety of care settings and the roles they have
- What constitutes effective care
- Rights and values of care of a service user
- Inclusive care: how these rights and values of care can be maintained.
- How communication can lead to effective care
- How to adapt care for a person's individual needs
- Barriers to communication and how to overcome
- How an individual develops throughout their lifetime and the key developmental milestones.
- Physical, intellectual, emotional and social development from childhood to adulthood.
- Conditions that can affect development throughout the lifetime.
- Healthy diet
- Food allergies and intolerances
- How to accommodate for food intolerances whilst providing someone with a healthy diet
- Hygiene when preparing food
- Safety when preparing food

Skills

- Communication skills – Verbal and non-verbal
- How to adapt communication for different needs- the use of braille and sign language
- The use of care plans to support individuals with an ongoing condition
- Creating a meal for someone with a specific dietary need.

Vocabulary

Key Stage Three	Key Stage Four	Key Stage Five
Effective	Advocacy	Person centred care
Physical	Advocate	Marginalisation
Intellectual	Braille	Direct Discrimination
Emotional;;	Sign Language	Indirect Discrimination
Social	Mute	Obsessive compulsive disorder
Protection	Deaf	Depression
Choice	Empowerment	Selective Serotonin Reuptake
Consultation	Disempowerment	Inhibitors
Equal and fair treatment	Legislation	Cognitive Behavioural Therapy
Equality	Safeguarding	Exposure and response
Diversity	Fine Motor Skills	prevention
Empowerment	Gross Motor Skills	Inpatient facility

Homework

All students in years 7-11 have Knowledge Organisers as part of their homework in Child Development. The Knowledge Organiser content is in line with the sequencing of the curriculum. Self-quizzing supports the retrieval of and embedding of knowledge in long-term memory. Our low stakes *Do Now's* at the beginning of each lesson tests cumulative knowledge of multiple previous topics, giving students the opportunity to strengthen memory through retrieval practice. This is supplemented by our cumulative multiple choice Knowledge Organiser test at the end of each term. Instead of revision being perceived as something which is crammed into a few weeks, our homework programme supports spaced practice throughout each academic year. By repeatedly returning to content covered, students' knowledge has had time to 'rest and be refreshed'

Students in years 10 and 11 have additional research tasks, online quizzes on Show my Homework and Quizlet as well as retrieval and application questions.

Homework helps our students achieve mastery in Health and Social Care. Students who need extra support to achieve mastery are supported by our 10:10 programme in Health and Social Care and all

have access to our daily Homework Club.

Implementation

Overview Statement

In KS3 the curriculum in Health and Social Care is sequenced coherently so that concepts and skills are developed over time, relating to what it means to provide effective care, once students know what effective care means they can then learn about the strategies which can be put in place to help give effective care, such as focusing on the use of communication skills to help provide an individual with an effective consultation appointment. This supports students of all abilities, especially SEN students. Studying health and social care in this structure helps build the connections needed to develop an understanding of a 'bed side manner'. Students can then be assessed through pupil feedback and teacher marking by demonstrating through the use of role-plays how effective care can be provided. Students will be given regular extended writing to allow them to become fluent in using key terms such as pace and consultation.

Planning is informed by Rosenshine's Principles of Instruction and Cognitive Theory. Cross curricular links are explicitly referenced and exploited in order to deepen understanding. Homework, daily retrieval-based 'Do Nows' and termly low stakes knowledge organisers quizzes strengthen memory as do mid-term and end-of- year assessments which are cumulative. Vocabulary is developed in Health and Social Care through the Frayer Model and students are taught to read, write and speak like professional care worker. Technology is employed to strengthen learning by research tasks, such as looking into cases of abuse, this can be used to help students identify the key signs of abuse. Learning character is developed each lesson through the use of the six Learning Applications (LApps).

KS4 learning is embedded through the framework of ks3, this will prepare them for studying health and social care as they will build on the knowledge gained at KS3. Knowledge will be built by focusing on a variety of different conditions such as supporting an individual who has anorexia or who has cystic fibrosis. Students will show their understanding of how to support individuals through the creation of care plans and diet plans to help an individual deal with the effects of their condition. Understanding of diet on health will be linked to learning about the conditions. Students will then learn about the impact of providing particular forms of support with regard to the individual's rights being maintained, and the impact if the support is not provided or is not suitable to the individual's need. Students will further develop their knowledge of the impact, which may occur to a care worker or a care service if the rights of service users aren't maintained. Students will learn about this through the use of real life scenarios in the media and will then learn how to explain the impact of the legislation on protecting the individual. While doing this they will use key terminology introduced in ks3.

In KS5 learners will further develop their knowledge of how to deliver person centred care, this is implemented through the use of research tasks into conditions such as autism and Asperger's and applying the knowledge of how to provide person centred care by using case studies. Students will demonstrate their knowledge by creating care plan and demonstrating through the use of role-plays how they would implement support for this individual. Students will then evaluate the methods and techniques they use, this will be through discussion and completion of essays.

Impact

Key Stage Three

Through studying the Key Stage three curriculum, students will be able to understand what effective care is and how effective care is based on maintaining an individual's rights. Students will be able to demonstrate how these rights can be maintained with good verbal and nonverbal communication skills.

They will be able to identify the barriers that are created when poor communications skills are used and they will be able to apply this knowledge by suggesting how to overcome these barriers, to help give a high level of care. Students will also have developed an understanding of conditions such as autism, and how communication may need to be adapted when working with these individuals. This

will allow for inclusion as students will be able to identify the traits of autism and be able to adapt the communication skills they use with individuals to help cater for this in the school as well as within the wider community.

Students develop all the Lapps but especially their awareness and resilience through learning about a variety of physical and learning needs and being able to be resilient when faced with physical needs and learning needs which may be sensitive to the student. Students have an introduction to the disciplinary literacy required to be able to communicate like a health and social care professional and all opportunities to develop numeracy are fully exploited in context, such by working out a staff to service user ratio to ensure safety. Cognitive Theory is interleaved throughout the curriculum so that students gain a knowledge of how they learn and manage their cognitive load.

Key Stage Four

The Key Stage Four curriculum builds upon students' initial understanding, extending theory knowledge in areas of effective care, health conditions, dietary needs which may need to be considered when ensuring the rights of service users are maintained. Students will be able to understand the characteristics and symptoms of these conditions to be able to put in place strategies to be able to support individuals with these conditions, this is to ensure that person centred care is given.

Through developing their knowledge of effective care, health and dietary conditions students will be able to apply their knowledge by creating support plans for individuals as well as diet plans. This will give students a greater awareness of the variety of health conditions, which are common within society, as well as to help the students understand the cause and the effect of these conditions on an individual's daily life. They will also learn how to monitor and support someone with these conditions; this support could be through forms of care provided by the local authorities or through changes in diet and exercise regimes. Improving the students understanding of this can help them to understand the need for a healthy diet, how to have a healthy diet and how to support their loved ones, if there are health conditions within the family.

Students also develop an understanding of the entwined nature of their studies, though explicit cross-curricular links and inter-disciplinary study. For example, the links between Health and Social Care, Catering and Healthy living when creating diet plans to create a healthy diet, for people with specific medical conditions. Their progress in Health and Social Care is recognised through their OCR Nationals entry, which acts as a benchmark of their mastery and provides them with the national currency needed for access to further education and employment. Students use their knowledge of cognitive theory to recognise and use the most impactful methods of revision and retrieval practice.