



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.

In 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

Curriculum-aligned homework helps our students achieve mastery in Health and Social Care by consolidating and extending what they learn in lessons so that they know more and remember more. It also guides students to build strong independent study habits.

All students in years 10-11 have exam practice and research as part of their homework in Health and Social Care. 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. 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 and application questions. This 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

Key Stage 4 learning is embedded by focusing on a variety of different conditions in case studies 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 the impact 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 effects which may occur to a care worker or a care service if the rights of service users are not 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.

In KS5 learners will further develop their knowledge of how to deliver person-centered 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-centered care by using case studies. Students will demonstrate their knowledge by creating care plans 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 through discussion and essays.

Impact

Key Stage Four

The Key Stage Four curriculum builds upon students' basic understanding and schema that they might have about the world of health and social care, extending theory and knowledge in areas of effective care, health conditions, dietary needs, and any aspect 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 conditions and know how to put in place strategies to support individuals with these conditions. They will know how and why person-centered 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. Students will have gained a greater awareness of the variety of health conditions, which are common within society, as well as understanding the cause and the effect of these conditions on an individual's daily life. They will also know 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 will also have developed 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.