



# 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 fully interacting, engaging and working within their community.

Through the study of Health and Social Care, students develop a culture of inclusion by understanding person-centred care and the qualities needed to develop best practice. Students use case studies to discuss the support of varying needs and to develop personalised care plans for these individuals. Students explore the types, roles and responsibilities of care settings provided by local authorities, including mental health care, clinical commissioning groups, and the range of services put in place to support service users in their own homes.

Communication skills are developed as students consider the use of verbal, nonverbal and special methods of communication with individuals having needs such as autism and dementia.

Students are prepared for the next steps in the Health and Social Care system through an enhanced awareness of the variety of specialised jobs within this sector, and the role of professionals such as mental health nurses, occupational therapists, and speech and language therapists.

### Concepts and Skills

The overarching concepts for Health and Social Care include the variety of care settings and the roles that they have, for example hospice care and domiciliary care, as well as the roles of different professionals within these settings, such as the role of a nurse within domiciliary care.

Other concepts include personalised care, the fundamentals of this and ways that personalised care can be maintained for individuals with a variety of different needs, whilst still maintaining best practice. Students' understanding of maintaining best practice is then supported by developing their knowledge of legislation and how this can be used to protect service users, care workers and service

providers. This focuses on individuals experiencing abuse, discrimination, physiological conditions and poor mental health.

Students then learn about the concept of mental health and the causes of a variety of health conditions referring to the anatomy and physiology of these. As well as assessing the methods of support and treatment for a variety of health conditions, students then assess the effectiveness of different methods of support and treatment for a variety of health conditions.

The overarching skills we aim to develop in Health and Social Care include: communication skills with focus on verbal, nonverbal and special adaptations and how these can be used for individuals with a variety of communication needs. This then links to the students developing inclusive practice through care plans, diet plans, and understanding key documents such as Education, Health and Care Plans (EHCPs). Students can then demonstrate their understanding of adaptations to communication through role play scenarios, where they work with an individual to create care plans.

## **Disciplinary Literacy**

### **Disciplinary approach**

In Health and Social Care, we support the development of disciplinary vocabulary and the students' ability to read, write and communicate at an academic level so that they master the nuances of the curriculum. At Key Stage 5 students need to demonstrate an awareness of legislation within the health and social care sector, and an understanding of policies affecting public health and articles surrounding the health and social care sector. Therefore, as well as acquiring the vocabulary required to communicate, students will also develop reading strategies, allowing them to increase their vocabulary awareness and gain the opportunity to verbalise this newly acquired vocabulary. This will allow students to understand articles and legislation in detail and depth to then be able to understand and explain issues surrounding the public sector and the settings within it.

At A-Level, our students' command of both tier two and tier three vocabulary is vital in order for them to be able to understand the content and complete extended writing tasks. Tier two vocabulary gives students the language of analysis, whereas tier three vocabulary gives students the disciplinary language required to understand concepts and communicate as a professional. To ensure students develop both, the department spends time explicitly looking at the language of analysis, and comparisons are made in a variety of extended writing tasks to highlight the differences between different tier 2 vocabulary words. Students are also equipped with tier 3 terminology through the use of the Frayer Model; this enables students to use subject-specific terminology when discussing how to support vulnerable people and staff within the public sector. Word banks are also used by students for reference throughout the lesson and when they complete home learning tier 3 vocabulary from the content covered. This aids students in their development of tier 3 vocabulary, both verbally and in their extended writing.

### **Interdisciplinary approach**

In order to support the mastery of key concepts in Health and Social Care, our interdisciplinary approach unites elements of English, Science, Physical Education and Psychology. Many of the skills required in Health and Social Care are complementary to those skills used in these other areas. These skills include: forming analytical arguments, drawing on a range of studies in order to come to a coherent and substantiated conclusion; and developing knowledge of human anatomy and relating this to prevention methods, support methods and treatment of a variety of conditions. As well as links to Psychology, when studying mental health, the causes, treatments and adherence to medical programmes are studied from a psychological view point. This develops students' understanding of a variety of careers relating to Health and Social Care such as physiotherapy, occupational therapy and nursing.

### **Intellectual autonomy**

In order to develop intellectual autonomy and confidence, we foster the willingness and ability of students in Health and Social Care to comprehend challenging texts, assimilate key concepts and synthesise them with prior learning. Students are equipped to think critically and apply strategies

independently that could be used to support individuals with a variety of health and learning needs. Students use their analytical skills to discuss the methods that would be most effective at supporting individuals and then form their own cohesive conclusions which they are able to express in extended writing as well as through the creation of care plans. This is facilitated by a range of resources being used to assess which methods of support would be most effective for particular needs.

In addition, students have access to the following Key Stage 5 resources held centrally in our library. Resources include books, journal articles, the NHS website, magazine articles highlighting the effects of mental health and health conditions, and health related MOOCs on Unifrog.

The department has an ever-growing range of academic texts on various topics such as mental health and learning needs such as autism and Asperger's.

Students are encouraged to engage in additional independent reading to deepen their understanding of Health and Social Care, such as NHS website, hse.gov website and BBC News articles.

Recommended texts include:

*One Flew Over the Cuckoo's Nest*, Ken Kesey

*The Happy Brain*, Dean Burnett

*Cambridge Technicals Level 3 Health and Social Care*, Maria Ferreiro Peteiro et al. (student book 2016)

*My Revision Notes: Cambridge Technicals Level 3 Health and Social Care*

### **Application of Mathematics**

The curriculum recognises the need for students to be able to apply mathematics effectively. In Health and Social Care students use and develop their knowledge of interpreting data by looking at graphs and identifying and explaining the differences in trends over time to the rate of obesity, prevalence of illnesses related to obesity and the rise in mental health conditions

As an example, in the Nutrition unit students are able to identify the rise in rates of obesity over time and make conclusions from the data. Students are also able to calculate body mass index and apply their knowledge of BMI to case studies to then be able to explain how healthy an individual's BMI is. They are then also able to identify whether a person has hypo/hypertension and explain how high/low the blood pressure is. Mathematics is also evident when studying mental health as students will be able to recognise trends in mental health conditions, identify which trends are rising in the community, and make conclusions about why this could be.

### **Independent Study**

In Health and Social Care, students undertake both directed and self-directed independent learning activities that support the strengthening of long-term memory and retrieval. Independent study helps our students achieve mastery in Health and Social Care and prepares them to work at an undergraduate level.

Directed independent learning tasks set in Health and Social Care can include background reading to build knowledge and deeper connections to the existing frame of learning, or responding to interlocking questions on a given topic across more than one text source. Self-directed independent study in Health and Social Care involves retrieval practice which is a crucial component of mastery. As students encounter challenges and learn to wrestle with demanding concepts and texts, they develop not only their knowledge and understanding but also resilience through perseverance.

Instead of revision being perceived as something that is crammed into a few weeks, independent study supports spaced practice throughout the curriculum. By repeatedly returning to content covered, students' knowledge has time to 'rest and be refreshed'.

We recognise that not all students process material at the same rate. Students who need extra support to achieve mastery are supported by targeted intervention in Health and Social Care where a staged or 'scaffolded' process is used to enable students to move from being dependent learners to autonomous ones.

All students have access to our Academy library where a wide range of academic texts, journals and other resources are available.

# Implementation

## Overview Statement

The curriculum in Health and Social Care is sequenced coherently so that knowledge, concepts and skills are rigorously developed over time. This supports all students, including the most disadvantaged, and those with high levels of need, especially SEND. Planning is informed by Rosenshine's Principles of Instruction and Cognitive Theory which support students in building secure schemas.

Interdisciplinary links and the applications of maths are explicitly referenced and exploited in order to deepen understanding. Vocabulary is developed in Health and Social Care using the principles outlined in the Frayer Model and students are equipped to be able to read, write and speak like a Psychologist. This is done by introducing students to key vocabulary through the use of the Frayer Model, key vocabulary lists, the reading of subject-specific articles, as well as discussion and tasks that aid students' ability to verbalise this terminology. Extended writing tasks are used to highlight students' understanding of the topic and subject-specific terminology; this is evidenced through discussion about which treatments and forms of support are better for individuals with a variety of different needs.

Through the use of independent study resources in Health and Social Care, students learn at greater depth so that they can become masters in Health and Social Care and in the skills required to be intellectually autonomous. This is implemented by the use of research, getting students to select reliable sources for their evidence and extended writing tasks; these help the students demonstrate their understanding of an individual's needs and assess methods of support for this individual.

Regular retrieval-based activities strengthen long-term memory and aid fluency, as do our cumulative mid-term and end-of-year assessments. The chronology of the course allows students to build on prior knowledge of other units to aid this retrieval.

Technology is employed through the use of websites (e.g. NHS website) for research tasks about particular health conditions, for the completion of some extended writing tasks, and the use of videos to strengthen learning.

Learning character is developed in Health and Social Care through our six learning applications. Students develop *resilience* by being exposed to sensitive and potentially upsetting topics such as mental health and dementia. They also develop their *awareness* and *empathy* by learning about the effects of these conditions on an individual and the types of abuse that they may be more prone to as a result; this may be done through the use of case studies. *Collaboration* is developed through class discussion and through group work; this may include individuals sharing the workload in research tasks and being given case studies where they need to debate which form of treatment/support would be most effective for the patient. *Independence* is developed through the use of research tasks and extended writing and *creativity* through the creation of care plans for individuals with specific needs.

## Impact

The Key Stage 5 curriculum builds upon students' initial understanding, extending their knowledge in the areas of positive relationships, equality, anatomy, mental health and nutrition. Through developing their knowledge of these areas, students are able to apply their knowledge to real life scenarios and case studies of individuals requiring support. Students also develop an understanding of the interdisciplinary nature of their studies and this is supported through explicit cross-curricular links in Biology, Applied Science and Psychology.

Students use their knowledge of cognitive theory to recognise and use the most impactful methods of revision and retrieval practice.

Academic progress in Health and Social Care is recognised through OCR Cambridge Technical Level 3 Qualification which acts as a benchmark of mastery; this provides students with the national currency needed for access to higher education and apprenticeship courses, and prepares them for a career in any workplace.