CURRICULUM – CHILD DEV.

Intent, Curriculum Map & Age Related Expectations

Abstract

Students are carefully provided with feedback on their learning to enable them to improve.
They gain the knowledge leading onto the skills that are necessary to enable them to become successful lifelong learners.

LMR
Southchurch High School

Contents

Whole School INTENT

Southchurch students embrace learning opportunities.

INTENT, IMPLEMENTATION & IMPACT

Intent
• Southchurch students are understanding to the needs of children. They are empathetic, investigative and compassionate to the development of children aged 0-5 years.
Implement
• Sequencing of the curriculum • Adaptive teaching (to take into account of what the learners know and don't know) • Extending opportunities for extracurricular
Impact
• All students will achieve their potential with altered trajectories

CURRICULUM MAP

	Autumn Term		Spring Term		Summer Term		
Yr 10	Autumn 1 (September – October)	Autumn 2 (October – December)	Spring 1 (January – February)	Spring 2 (February – April)	Summer 1 (April-May)	**Revision**	**End of Year Examination Rehearsal**
	Introduction: What is covered in the course **R058 NEA** Non-Exam Assessment: Introduction to the brief • Safe environment • Preventing accidents • Choosing equipment: Suitability and choice • Nutrition • Essential nutrients and their functions from birth to 5 years	**R058 NEA** • Preconception health for women and men • Types of contraception • The reproductive systems • How reproduction takes place • Development of the embryo/foetus & multiple pregnancies • The signs and symptoms of pregnancy	**AP** **R059 – NEA** Non-Exam Assessment: Introduction to the brief • Preparing to have children • Relationships and finance, lifestyle, health, smoking & alcohol • Roles & responsibilities of parenthood • Primary and Secondary needs of children • The expected development norms from one to five years • Stages, types & benefits of play	**R059 - NEA** • The purpose and importance of antenatal clinics • Screening and diagnostic tests • The purpose of antenatal classes • The choices available for delivery • Role of birth partner	**Submission: R058 & R059 - NEA** • Methods of pain relief • Signs of labour; Stages 1,2 & 3 • Methods of assisted birth • Postnatal checks • Checks that are carried out on the baby • Postnatal care of the mother • Postnatal care of the baby • Roles and responsibilities of professionals • Developmental needs of children from birth to five years		
Yr 11	**Autumn 1 (September – October)**	**Autumn 2 (October – December)**	**Revision** **R057 - External** Revision & Past Papers: Specific to QLA from mock exam results		**Revision** **R057 - External** Revision & Past Papers: Specific to QLA from mock exam results	**Exams**	
	R057 - External • Developmental needs of children from birth to five years • Childhood illnesses	**R057 - External** • How to meet the needs of an unwell child • Ensuring a safe environment • Safety within and outside the home • Safety symbols					
	Examination Rehearsal 1 - (December)						

KS5 Links

- Students can specialize in areas of interest, such as psychology, health care, or education.
- Provides a clear pathway to careers in childcare, education, health and social care, and related fields.
- Prepares students for further studies in university programs related to childhood studies, education, psychology, social work, and healthcare.

Health and Social Care

- Advanced Care Practices: Builds on basic childcare skills for complex care scenarios in health and social care settings.
- Health Promotion: Strategies to promote health and wellbeing, including for children.

Psychology

- Developmental Psychology: Deeper understanding of human development stages and theories.
- Child Psychology: Focuses on attachment, learning behaviors, and family impact.

Sociology

- Family and Households: Studies family structures and dynamics affecting child development.
- Education and Society: Impact of educational systems and policies on children.

Biology

- Human Physiology/Anatomy and Health: Expanded knowledge of physical and biological aspects of growth and health.
- Genetics and Inheritance: Exploration of genetic influences on development.

Nutrition and Food Science

- Diet and Nutrition: Advanced study of nutritional needs and science.
- Food Safety and Hygiene: Principles of ensuring food safety.

Education and Early Years

- Early Childhood Education/Teaching: Curriculum planning and pedagogy for young children.
- Educational Psychology: Supporting children's learning in educational settings.

Physical Education and Sports Science

- Child Physical Development: Influence of physical activity on development.
- Health and Fitness: Promoting health from childhood through adulthood.

Home Economics

- Family Resource Management: Managing household resources, budgeting, and nutrition.
- Child Development and Family Studies: Roles and responsibilities in families.

END OF COURSE EXPECTATIONS

OCR Level 1/Level 2 Cambridge National in Child Development	
Aims and learning outcomes	- understand and apply the fundamental principles and concepts of Child Development to include health and well-being, creating a safe environment, the nutritional needs of children from birth to five years, and the development of children from one to five years - develop learning and practical skills that can be applied to real-life contexts and work situations - think creatively, innovatively, analytically, logically and critically - develop independence and confidence in using skills that would be relevant to the childcare sector and more widely.
Performance Objectives	- PO1: Recall knowledge and show understanding - PO2: Apply knowledge and understanding - PO3: Analyse and evaluate knowledge, understanding and performance - PO4: Demonstrate and apply skills and processes relevant to the subject area

DEPARTMENT FEEDBACK POLICY

Formative Feedback
The department will provide continuous formative feedback to students every lesson and track progress each lesson using a holistic 1-4 age related expectation grade.

The department will set topic / unit summative assessments at the end of the topic / unit at set points throughout the year. These will be marked in green pen and improvements fed back to students. These marks will go towards the holistic 1-4 age related expectations formative assessment grade.

A formative assessment data drop will be completed once per half term.

Assessment Feedback Frequency
KS3 will sit a Summative end of year assessment where the percentage achieved in the assessment will be reported to parents/carers as well as a holistic 1-4 formative assessment grade.

In KS4 Year 10 will sit two summative assessments during the year and the percentage mark of the first Assessment Point (AP1) will be reported and shared with parents/carers as well as a working at 1-9 grade. The second will be an end of year assessment mock style exam. Predictive 1-9 grades will then be calculated at the end of the year.

Year 11 will sit one examination rehearsal half way through the year in preparation for their actual exams again providing a more accurate working at grade and prediction for end of year results.

Planning for Feedback
- Feedback must be planned for using the **FEEDFORWARD ASSESSMENT** planning sheets
- This needs to be completed on a specific independent learning activity undertaken in the students' books which should happen every 6-10 lessons.
- Books should be checked at the same time for presentation with an acknowledgement to the student that you have seen their work.
- Feedback should be provided in the following lesson using DIRT (Dedicated Improvement and Reflection Time) activities.
- Red pen by the students should be used to highlight any work done during DIRT activities.

Feedback Expectations
- **Verbal feedback** - Either one to one or as a class. Misconceptions can be addressed easily.
- **Live Feedback** - The teacher gives feedback as they circulate the room. This feedback is then acted on immediately.
- **Questioning** - The teacher uses a range of questioning techniques (cold call, no opt out, say it again better etc) or mini whiteboards to check understanding.
- **Modelling** - The teacher demonstrates what success looks like and scaffolds how to get there. This can be done verbally or in a written format.
- **Visualiser** - This can be used to do a "we write" model answer, to showcase good work or to address misconceptions.
- **Whole class feedback** - After reading all the books and making notes, the teacher gives feedback on strengths, areas for improvement and misconceptions. Time is given to act on improvements.
- **Written feedback** - Teachers use individual written feedback on a specific piece of work and give students time to act on it (DIRT). The time cost here should be carefully considered.

Presentation in Books
- Books should be able to be used as **revision aids** by the students.
- Look for **common misconceptions** in all books; assessing the **quality** of the books; ensuring that **high expectations** for **presentation** are upheld and **SPAG** is addressed.
- Selective independent work will be checked using the **FEEDFORWARD ASSESSMENT** Planning sheet

NATIONAL CURRICULUM LINKS

Purpose of study
Studying child development at GCSE level offers a comprehensive understanding of child growth, covering stages from birth to five years, and includes physical, intellectual, emotional, and social development. The course provides practical skills for caring for children, which are beneficial for future careers in childcare, education, and healthcare. It helps students make informed choices about parenting and childcare, emphasizing proper nutrition, health, and safety. Additionally, it prepares students for careers related to childcare, such as teaching, nursing, and social work, by providing foundational knowledge and skills. The subject also promotes critical thinking and problem-solving as students analyze and evaluate different childcare practices and theories.

Aims
- To provide students with a comprehensive understanding of the stages and aspects of child development from birth to five years, including physical, intellectual, emotional, and social growth.
- To equip students with practical skills for caring for children, including feeding, hygiene, safety, and creating a stimulating environment, which are valuable for both personal use and professional contexts.
- To enable students to make informed choices about childcare and parenting, emphasizing the importance of nutrition, health, and safety in the upbringing of children.
- To prepare students for careers in childcare-related fields such as teaching, nursing, social work, and other healthcare professions by providing foundational knowledge and relevant skills.
- To develop students' abilities to critically analyze and evaluate different childcare practices and theories, fostering strong problem-solving skills and informed judgement.
- To raise awareness about the importance of child welfare and the impact of external factors such as family, culture, and society on child development.
- To enhance students' communication skills, particularly in relating to children and parents, and in documenting and discussing child development issues.

Skills

- Knowledge of basic childcare tasks such as feeding, bathing, changing nappies, and creating safe environments for children.
- Ability to observe and assess children's development, recognizing milestones and identifying any potential concerns in their physical, intellectual, emotional, and social growth.
- Skills in planning and preparing nutritious meals for children, understanding dietary requirements and the importance of balanced nutrition for healthy development.
- Knowledge of health and safety practices, including first aid, recognizing signs of illness, and ensuring a safe environment for children.
- Ability to analyze different childcare practices and theories, evaluate their effectiveness, and solve problems that arise in childcare settings. E.g. Safety.
- Skills in organizing and managing time efficiently, planning activities and routines for children, balancing multiple tasks, and understanding each factor's importance.
- Development of empathy and patience when working with children, understanding their needs and responding appropriately.
- Skills in conducting research on child development topics, gathering information, and using it to make informed decisions and choices.

Knowledge

- Understanding the stages of development from birth to five years, including physical, intellectual, emotional, and social development.
- Knowledge of nutritional requirements for infants and young children, including the importance of breastfeeding, formula feeding, weaning, and creating balanced diets.
- Awareness of common childhood illnesses, immunization schedules, and the importance of regular health check-ups.
- Knowledge of safety measures to prevent accidents and injuries, both at home and in childcare settings, and understanding first aid basics.
- Familiarity with various childcare practices and parenting styles, including their benefits and potential drawbacks.
- Insight into how children learn and develop through play, and how to provide stimulating and educational activities that promote learning and development.

- Understanding effective communication techniques with children and the importance of nurturing positive relationships.
- Awareness of how family dynamics, culture, and society influence child development and behavior.
- Knowledge of how to support children with special needs and ensure inclusive practices in childcare and educational settings.
- Understanding the legal and ethical responsibilities in caring for children, including child protection laws and safeguarding procedures, confidentiality etc.
- Insight into various careers related to childcare, education, and healthcare, including the roles and responsibilities involved.

Science National Curriculum Links
- Human Biology: Understanding the physical development of children, including growth, the role of nutrition, and the impact of health on development.
- Reproduction and Genetics: Learning about human reproduction, genetics, and inherited conditions.

Personal, Social, Health, and Economic (PSHE) Education National Curriculum Links
- Health and Wellbeing: Emphasizing the importance of mental and physical health, nutrition, hygiene, and safety.
- Relationships: Understanding family dynamics, healthy relationships, parenting skills, and the social development of children.
- Economic Wellbeing and Financial Capability: Insights into the economic aspects of raising children, such as budgeting for a child's needs.
- Preparation: Things and factors to consider before having children

Physical Education (PE) National Curriculum Links
- Physical Development: Recognizing the role of physical activity in the growth and development of children.
- Motor Skills: Understanding how children develop motor skills through play and physical activities.

Food Technology National Curriculum Links
- Nutrition and Diet: Learning about the nutritional needs of children, meal planning, and preparing healthy food; how to make a formula feed, creating nutritious lunches etc.
- Food Safety: Understanding the importance of hygiene and safety in food preparation.

Sociology and Psychology National Curriculum Links
- Social Development: Exploring how children develop social skills and relationships.
- Psychological Theories: Learning about different theories of child development and families.

Health and Social Care National Curriculum Links
- Care Practices: Understanding the principles of caring for children and the responsibilities involved in childcare professions.
- Ethics and Safeguarding: Learning about ethical considerations and safeguarding children in various settings.

PERSONAL DEVELOPMENT CURRICULUM

Aims

The design and technology curriculum is designed to support and promote the vision of Southchurch High School, "A community of Opportunity, Learning and Aspiration". The curriculum recognises not only the importance of allowing students to flourish academically but also our wider role in preparing our students for their adult life beyond school. Our Personal Development programme is underpinned by five core pillars;

- Equality and Diversity
- Cultural Capital
- Community and Wellbeing
- Careers and Employability
- Character Development.

Character Development: All members of the school community (regardless of background or ability) understand, develop and demonstrate the values that underpin our student mission of a Community of Opportunity, Learning and Aspiration.

- **Community of Opportunity** – All students are supported and encouraged to perform Infront of their peers and watched with mutual respect. Students are provided with various, collaborative group tasks each lesson in which all learners are supported o engage equally and freely share their ideas and opinions.
- **Learning** – All students have equal opportunity to access the curriculum. Students are taught and placed into mixed ability classes, ensuring all students are supported with adapted practice, where necessary, to ensure curriculum access. All students are invited to an array of enrichment opportunities including; clubs, trips and visits and workshops.
- **Aspiration** – Students are encouraged to develop their love of design through careers talks, trips and external speakers. They take every opportunity within lesson to learn and take control over their own personal development.

Equality & Diversity: The design and technology curriculum aims to develop an understanding through the design process of showing how people of different faiths, convictions, ability, gender, heritage and ethnicity can form a successful, cohesive and happy community that draws from the best in each of us.

- Students will explore how the designing of products needs to consider the needs of different users and taking a consideration of cultural, ethical, and religious factors within the designing of new products.

Wellbeing & Community – The design and technology curriculum recognises the importance of our students knowing how to care for themselves both mentally and physically, whilst they also develop personal traits and virtues that will motivate and guide students with confidence and resilience.

Cultural Capital – The design and technology curriculum supports the school's vision in ensuring that all students gain the knowledge and cultural capital they need to succeed in life through a wealth of experiences both in and outside the taught curriculum.

- **Trips & Visits:**
    - New Designers
    - IPECO Careers
    - National Trust Heritage design
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- Extra-Curricular:
    - Stem Go Cart Building
    - Lego Club
- **British Values:**
- **Individual Liberty**:
- **Mutual Respect**: Students are respectful when listening to the opinions and views of other students.

- **The Rule of Law:** The classroom rules enable all students to develop their skills in an environment where equipment and each other's feelings are respected.
- The classroom rules ensure students are all responsible for the learning environment.
- **Tolerance:** Students are tolerant of the opinions and creative ideas of each other. Students value the wide variety of cultures that we explore from all over the world and are tolerant of different faiths and beliefs in the styles we study.
- **Democracy:** Students are all part of the learning experience and are listened to. Students assess each other's work and celebrate each other's successes. All students are granted autonomy and have the opportunity to make choices on how to develop their own creativity.
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Careers & Employability – The design and technology curriculum is designed to ensure students have a breadth of opportunities and experiences that our pupils can start to build their own future pathways on. Through the design and technology curriculum, our students are supported to develop the following skills;

- Communication
- Confidence
- Teamwork and Leadership
- Listening and Responding
- Creativity
- Critical thinking and problem solving
- Time management
- Research

Events

- Small piece trust project days

- Webinars on careers within design and technology

SMSC CURRICULUM LINKS

Spiritual development

Through the projects we offer and the curriculum we deliver at both key stages, the pupils are taught how to investigate products. This includes aesthetics, functionality, product evolution and the analysis of how products affect the quality of our daily lives. Pupils are encouraged to develop their thinking skills and explore the wider natural world around them. They are taught to reflect upon what they see and develop ideas and solutions to problems which are both workable and innovative.

Moral development

Pupils are faced with moral decisions throughout the design process. This includes selecting materials and ways of manufacturing, identifying and meeting the needs of others, sustainability & environmental impact. They must also begin to understand the impact of new technologies and how these can often be employed to solve existing problems but sometimes also create their own moral dilemmas. The 6 R's are routinely discussed and referred to throughout the design & make process. Within the classroom and the wider community the pupils are expected to show respect to others and take responsibility for their own actions and of those around them, taking into consideration the consequences.

Social development

Pupils are often asked to design and make products to meet the needs of users or clients by receiving valuable feedback from others. For this to be successful pupils must show mutual respect when working collaboratively. Peer evaluation of designed and made items plays a big part in Design & Technology work as this is a vital mechanism for progress. Pupils learn to articulate their thoughts and feelings about their own and other's' work. To do this they need to take criticism without offence and provide feedback which is carefully considered and constructive.

Cultural development

Pupils are taught that all their design work should be sensitive to needs and beliefs of different backgrounds, ensuring all imagery, text and products won't cause offence. Pupils must consider how their ideas and products can impact the world around them. Pupils are encouraged to use the work of artists and designers from a wide range of cultures and historical contexts to influence and support the development of their work.

Equality, Diversity and Inclusivity Links

Aims

Within the different projects we look to ensure that there is a broad range emphasising equality, diversity and inclusivity. We ensure that all students work together within pairs, groups and teams to strengthen professional relationships within the classroom and promote an acceptance for all students and the wider world around them.