



CURRICULUM – H&SC

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.

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Whole School INTENT

Southchurch students embrace learning opportunities.

INTENT, IMPLEMENTATION & IMPACT

Intent

- To educate the students about the key areas and concepts of the health care and social care sectors.

Implementation

- 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												
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38
Yr 10	Component 1 Introduction to the course A1 -Human growth and development across life stages Feedforward Assessment – A1 A2 -Factors affecting growth and development Feedforward Assessment – A2							Component 1 A2 -Factors affecting growth and development Feedforward Assessment – A2 B1 -Different types of life events Feedforward Assessment – B1							AP	Component 1 B2 -Coping with change caused by life events Feedforward Assessment – B2 SUMMATIVE ASSESSMENT Students will sit their first coursework assignment					Component 1 SUMMATIVE ASSESSMENT Students will sit their first coursework assignment Component 1 Final Assessment Window: 30% Component 2 A1 – healthcare services						Component 2 A1 – Healthcare services Feedforward Assessment – A1 A2 – Social care services Feedforward Assessment – A2					Component 2 A3 – Barriers to accessing services Feedforward Assessment – A3 B1 – Skills and attributes in health and social care Feedforward Assessment – B1					End of Year Examination Rehearsal	
Yr 11	Component 2 B2 – Values in health and social care Feedforward Assessment – B2 B3 –Obstacle’s individual that are requiring care may face Feedforward Assessment – B3							Component 2 B4 – Benefits to individuals of the skills, attributes and values in H&S care Feedforward Assessment – B2 SUMMATIVE ASSESSMENT Students will sit their Second coursework assignment Feedforward Assessment – Component 2 Component 2 Final Assessment Window: 30%								Component 3 A1 – Factors Affecting health and wellbeing Feedforward Assessment – A1 B1 – Interpreting health: physiological indicators Feedforward Assessment – B1 B2 – Interpreting health: lifestyle indicators Feedforward Assessment – B2					Component 3 C1 – Person Centered approach to health and wellbeing Feedforward Assessment – C1 C3 – Barriers and obstacles to following recommendations Feedforward Assessment – C3						Component 3 Revision retrieval and active Practice Component 3 Final Assessment Window: 40%					Exams						Examination Rehearsal 1 - (December)

KS5 Links

[BTEC level 3 National Extended Diploma in Health and Social Care](#)

END OF COURSE EXPECTATIONS

BTEC Tech Award Health and Social care	
Aims and learning outcomes	<p>Component 1: Learning outcomes A - Understand human growth and development across life stages and the factors that affect it B - Understand how individuals deal with life events</p> <p>Component 2: Learning Outcomes A - Understand the different types of health and social care services and barriers to accessing them B - Understand the skills, attributes and values required to give care.</p> <p>Component 3: Learning Outcomes AO1 Knowledge of health and wellbeing AO2 Understanding of health and wellbeing AO3 Apply knowledge and understanding of health and wellbeing AO4 Make connections between aspects of health and wellbeing</p>
Assessment objectives	<p>The components focus on:</p> <p>The development of applied knowledge and understanding of human growth and development across life stages and the factors that affect this, and how individuals deal with life events</p> <p>The development of applied knowledge and understanding of different types of health and social care services and barriers to accessing them, and the skills, attributes and values required to give care.</p> <p>To study the factors that affect health and wellbeing, learn about physiological and lifestyle indicators, and person-centered approaches to make recommendations and actions to improve health and wellbeing</p>

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 halfway 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

Computer Science National Curriculum Links

Computing National Curriculum

All pupils must have the opportunity to study aspects of information technology and computer science at sufficient depth to allow them to progress to higher levels of study or to a professional career.

In Health and Social Care students are taught to:

- develop their capability, creativity and knowledge using computers.
- understand how changes in technology affect safety, including new ways to protect their online privacy and identity, and how to identify and report a range of concerns.

Religious Education National Curriculum Links

Agreed Syllabus for Religious Education

Religious Education in English Schools: Non-Statutory Guidance

Within the health and social curriculum, we focus on developing an understanding of 'worldwide' views through discussion around religious, cultural and ethical views.

The demographic of our students influences how we develop our students' understanding and develop their own views of worldwide religious views to ensure that students have a balanced interpretation of different religions.

All pupils receive RE as part of a broad and balanced curriculum at school which promotes their spiritual, moral, social and cultural development.

PERSONAL DEVELOPMENT CURRICULUM

Aims

The Health and Social Care 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 in front of their peers and watched with mutual respect. Students are provided with various, collaborative group tasks each lesson in which all learners are supported to 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 health and social care through careers talks trips and external speakers. They take every opportunity within lessons to learn and take control over their own personal development.

Equality & Diversity: The Health and Social Care curriculum aims to develop an understanding 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 health and social care 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 health and social care 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 Health and social care 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:**
 - **Care Home**
 - **Anglia Ruskin University Careers**
- **Extra-Curricular:**
 - Intervention
- **British Values:**
 - **Individual Liberty:** Students, within the classroom, have a choice over how they learn in certain aspects of the course.
 - **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.

Careers & Employability – The Health and Social Care 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 health and social care, 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

- Webinars on careers within Health and social care

SMSC CURRICULUM LINKS

Spiritual development

Spiritual education in Health & Social Care involves students having the opportunity to consider and discuss questions relating to all aspects of their own development and the development of those they may care for in the future. Students are encouraged to apply their own beliefs to a range of psychological and sociological issues and debates. They are encouraged to hear other students' opinions to develop a range of balanced viewpoints through assessed discursive activities. Lessons are developed to allow opportunities for students to be creative and resilient and allow for development and reflection of their progress, supported by teacher feedback.

Moral development

Moral education in Health & Social Care involves students discussing values, attitudes and beliefs relating to a range of ethical and social issues. Students develop an understanding of concepts related to equality, diversity and rights in health and social care and can gain knowledge of discriminatory practice and means of combatting this. They will also develop an understanding of national initiatives that promote anti-discriminatory practice in health and social care settings.

Social development

Social education in Health & Social Care involves students being encouraged to consider the values, attitudes and roles of people that occur in different societies and cultures. They will learn to respect and understand the differences in human needs that occur in these cultures and societies. Throughout Health & Social Care students are led to work in different groupings, encouraging students to accept one another and learn to work alongside each other as a team. Community Engagement: Encouraging participation in community activities and social groups to enhance social connections and reduce isolation.

Cultural development

Cultural education in Health & Social care involves students studying patients' needs across different cultures. Students will develop their understanding of and respect for the different needs people have and the effect it may have on their health and wellbeing. This is enveloped across many units and such differences are considered when evaluating Health & Social Care provision.

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.