

CURRICULUM INTENT/RATIONALE

FACULTY: Social Sciences

SUBJECT: Health and Social

Curriculum Vision - "To Provide a World Class Curriculum For Our Students...."

Exceptional Outcomes for Pupils which may be reflected in grades or a decision to work in the discipline.	Develop Moral and socially adept citizens by exposing them to occurrences of real life and reflecting on human behaviour.	That make them more aware of the world in which they live. How and why societies, culture and individuals are influenced.
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Curriculum Intent

Knowledge Rich – real world examples.	Focus On Mastery – underpinned by readings for improved practice	Emphasis on long term memory and recall – quizzes that interleave throughout.	Inclusion- Scaffolding for lower abilities where all levels of students will overcome challenges.	Maximises the impact of Assessment – Knowledge checks at the end of components and composites.
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SOCIAL SCIENCE INTENT & RATIONALE

Our shared vision

Students have the choice to study Psychology, Sociology and Health and Social Care in our KS4 curriculum.

The aim of all subjects in social science is to develop critically analytical students that are aware of the society in which they live and how it affects their attitudes, thoughts and behaviour. We build on their critical analysis of theories, social structures, psychological perspectives and methods of measurement by equipping them with the skills to be able to evaluate and giving them the opportunity to ask questions and reflect: What does the evidence suggest? Why is it like that? How might we use this knowledge? Why must we be cautious of these findings/views? For all three subjects we intend to provide the students with the core knowledge needed for examination at the end of KS4, but also provide a curriculum that is knowledge rich and includes hinterland knowledge that strengthens the schemata of students and makes the learning more accessible to the real world. Social science subjects aim to be rich in knowledge, consequently social science students will develop into critical, analytical thinkers. By acquiring the knowledge students will build on their skills of inquiry, analysis and critique. "The more we know on any given subject, the more we'll be able to think about. And the more we're able to think about, the greater our ability to think with" (Didau, 2014 <https://learningspy.co.uk/featured/thinking/>)

Health and Social

Our intentions for Health and Social Care Students is for them to develop sector-specific knowledge and skills in a practical learning environment that will allow for application of their knowledge in the Health and Social Care job sector. Students will learn how to interpret data to assess individual's health and conclude what the data shows. Students will be able master the ability to recommend lifestyle changes to improve data outlook of individuals. Lessons on how to measure pulse rate, BMI, blood pressure and peak flow will be included in the same way as measurements would be taken in the sector. This exposes them to real life work and allows them to get to grips with data the government uses to inform health strategies. By looking at the causes, consequences of physiological measurements students will be able to make recommendations similar to what health care professionals would make when trying to improve health of individuals. By allowing students to undergo practical measurements it gives them a real taste of what it is like being a health care professional and it one of the many aims of this curriculum.

Students will also become aware of the care values that underpin practice of health and social care workers, opportunity to apply these will be given in various role plays in the centre. They will learn the fundamentals of respect, safeguarding, communication, dignity, duty of care and anti-discriminatory practice and learn how they are applied in different health and social care settings. Another example of how the curriculum intends to allow students to make an informed choice about working in the sector is the delivery of the care values that underpin professionals practice. Students will learn the fundamentals of what is needed to work in health and social care and real world learning will be embedded into this curriculum. They will gain knowledge of what skills each health and social care professionals needs for example good compassion, communication, care, after learning the different health and social care professionals that work in different health and social care settings.

In line with a knowledge rich curriculum students will investigate and delve into real life examples of people using the health and social care sector. The core knowledge will be the roles each health and social care setting has, however learning will be enhanced through the hinterland knowledge of real life examples. This will include panorama documents in which care home abuse is highlighted. This will give students the chance to reflect on what needs to be done to improve practice in the sector and will develop moral students that will hopefully be a reflective manager in the sector that will be able to make informed choices when leading other professionals to be better practitioners. Students has part of their assessment will be asked to complete a mock up role play of two different health and social care services in which they will demonstrate the care values needed to work in this sector. The intentions of this is too inform students of what it is like to work in the sector and enable them to be conscientious when reviewing their practice.

Students will learn the fundamentals health and social care practitioners use when assessing individual's growth and development and also conclude the factors that have influences on individuals' development. This will mean they master the learning of what normal development looks like and these schemas that are built during this course will be useful if students pursue a career in the sector. The curriculum aims to outline the characteristics of a child's development, so that abnormalities can be spotted and investigative questions can be asked to why developmental delays will

occur. This serves the students well if pursuing a career in early child development and will begin to make them aware of why a child may not be developing normally. Being able to spot abnormalities will result in educated individuals working in the sector that can make informed decisions regarding the safety and well-being of children they will work with.

In year 10, students will complete component 1 and 2 of the course. This is because we will use the knowledge gained in human lifespan and development for the other two components. For example, students will be aware of development milestones at each life stage and the key features of development at each life stage. They will learn that during infancy children develop their gross and fine motor skills. This knowledge will then be built on when looking at development delays and the possible signs of disorders individuals might have, for example if a child is not yet walking during a typical age could they have a developmental disorder. Students will be able to spot when someone's health is atypical because they will build on the schemas they developed during the course of human Lifespan and development. Students will learn the physical, emotional, social and cultural factors that affect individuals and this will be made engaging by comparing individuals, case studies and celebrities' development. Students can research their own celebrities that wish to base their coursework on, but I will provide examples such as, Whitney Houston (how drugs affected her) for them to master the skills and knowledge needed for their coursework. Students will also gain knowledge of how life events they will experience throughout their lives will impact their physical, intellectual, emotional and social development. Leading on from the knowledge gained during component 1 of the course, students will move onto component 2. This is where we will learn the different health and social care settings we have and the different health and social care professionals that work in them. They will learn the difference between primary, secondary, tertiary and allied health workers before they move onto the practices of each professional that underpins the work they carry out. It will be taught in this order, rather than care values first because we can revisit the professionals and the services they offer when looking at what requirements they must have for the job. How might a carer need to be aware of safeguarding duties? How might a physiotherapist show respect? How might a GP treat someone with dignity?

In year 11 students will go on to complete the final component of the course. They will be able to build upon their knowledge from both component 1 and 2 to suggest reasons to why someone's health is affected. Component 1 looks at what knowledge is required to work in the sector, component 2 looks at what attributes and traits are needed to work in the sector and component 3 looks at how work is carried out in the sector. Students will first learn about what it means to be healthy, drawing on their previous knowledge gained on what normal/ abnormal development looks like. Students will then investigate the factors that affect someone's health and how it affects someone's health. For example, physical factors such as smoking and how this affects the health and well-being of an individual. Moving on they explore different health conditions professionals in the field are aware of and how to measure someone's health and well-being. After learning how to measure someone's well-being, they need to draw conclusions from the data. Why are individuals showing this reading and what improvements one should make to lead a healthier lifestyle? Building upon this knowledge and previous knowledge students will know what professionals can support individuals to leading healthier lifestyles and how this support should be given. The impact of all of this knowledge will result on students ready to work in the sector, and/ or individuals that are aware of how to lead a healthier lifestyle that can be controlled on an individual level if nothing else.

Assessment in Health and Social

Students will be assessed when each component of the composite is taught. Component 1 – Human Lifespan and Development is broken down into: individual development; factors that affect individual's development; the impact of life events on individual's development. Internal assessments at each of these stages will be conducted, with feedback provided for students to make adjustments and improvements. Component 2 – Health and social care services and values is broken down into: Health and social care services; professionals and individuals in each service; and care values for working in the service. Assessment will be conducted at each component following the same pattern as above. There will be two external opportunities for component 3 one in February and one in June. The intent of this is to allow students who need a resit to undergo specialised intervention to get the very best grades possible for all students.