



HEALTH & SOCIAL CARE

Intent – What do we learn and why?

The Health and Social Care curriculum aims to equip students with specialised knowledge and practical skills relevant to the industry. Students will learn to interpret health data, make recommendations for lifestyle changes, and practice measurements like pulse rate, BMI, blood pressure, and peak flow as they would in the sector. This practical exposure enables students to understand the data used in government health strategies and make recommendations akin to healthcare professionals.

They will also become familiar with care values like respect, safeguarding, communication, dignity, duty of care, and anti-discriminatory practice through role plays. By focusing on these values, students gain insights into what it takes to work in health and social care, understanding the skills needed for compassionate and effective care.

The curriculum incorporates real-life examples to deepen students' understanding of the sector's roles and challenges, including issues like care home abuse. This encourages reflective thinking and ethical decision-making to improve sector practices. Students engage in mock role plays representing different health and social care services, promoting conscientiousness when reviewing their practice. Moreover, the curriculum delves into the fundamentals of assessing individuals' growth and development, identifying influential factors and recognizing normal development patterns. This knowledge equips students for careers involving child development, enabling them to spot abnormalities and make informed decisions about the safety and well-being of children in their care. In essence, the curriculum fosters a practical understanding of the sector and promotes responsible, informed practice.

Implementation – How is the curriculum planned?

During Key Stage 4, students cover components 1 and 2 of the course, using the knowledge gained in human lifespan and development as a foundation. They learn about developmental milestones, motor skills, and the identification of developmental disorders. This knowledge helps them recognize atypical health conditions and understand the physical, emotional, social, and cultural factors affecting individuals. Then, they progress to component 3, where they build on their prior knowledge to explore the factors influencing health. This includes analysing the impact of behaviours like smoking and understanding various health conditions. Students learn to measure well-being, draw conclusions from data, and comprehend the support professionals offer for a healthier lifestyle. By the end of the course, students are equipped for work in the sector and possess the knowledge to lead healthier lives.

During Key stage 5, students progress through Unit 1 and 2, followed by 14 and 5. Unit 14 is the optional topic for which we have selected Physiological Disorders as this has proved to be an exciting and accessible option.

Assessment – How do we assess student understanding?

Students will be assessed when each component of the composite is taught. During Key Stage 4 they will sit two internal assessments and 1 external exam. In KS5 they will sit two internal assessments and two external exams. There will also be end of topic tests regularly for all Key stages.

Home Learning

At Key stage 4, all tasks will be set on Class Charts. We also make use of Seneca which provides a great opportunity for students to assess their own learning. Homework will be set regularly and vary in length but students can expect at between 60-120 mins per fortnight. Students are actively encouraged to create their own revision material and complete knowledge organisers also.

At Post 16 the out of lesson learning will include the Directed Study time as well as homework and the expectation is that students develop an independent work ethos where they are seeking out learning opportunities throughout the week. For Post 16 the work set to complete will focus on exam practice and will be equivalent to around 2-3 hours per week. Additional tasks will be set to facilitate knowledge consolidation and will vary from completing assessment mats, to filling in knowledge organisers to writing a summary of a relevant documentary. Students are actively encouraged to consolidate their knowledge and create revision material after each lesson.

