

Department on a page Health from Sept 22 Subject: Health & Social Care Staff: JHE

Curriculum Intention statement: WE AIM TO SUPPORT STUDENTS TO ENTER THE DIVERSE FIELD OF HEALTH, SOCIAL CARE AND ALLIED SECTORS BY PROVIDING A RICH CURRICULUM OF SEQUENTIAL LEARNING AND STIMULATING ENRICHMENT OPPORTUNITIES.

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| Year 9 Intention | | KS4 Intention | |
| Our year 9 curriculum provides a foundation year that prepare students for learning and assessment at KS4 and 5. Our model lays the foundations of both vocational and academic study, while providing an appreciation of complementing ideas many beyond the usual for KS3. Students will be challenged to consider the world around them through varying lenses and so play 'devil's advocate' for those who face restricted life chances. The vocational element of health and social care transforms learning into the professional, and through case studies, wider reading, and employer engagement, prepare them to put into practice the care values that will be required of them in future professions. | | AT KS4 students follow the OCR Level ½ Cambridge National in Health and Social Care. The specification offers a breadth of study, which will build directly upon the learning taken place in the Year 9 foundation year. The Cambridge National in Health and Social Care introduces students to the specialist knowledge and skills needed to work in care settings. Underpinning the qualification is a focus on core values and communicating with individuals to maintain their dignity and sense of being valued. Health and social care is a useful qualification for student choosing traditionally academic or vocational futures providing subject knowledge, understanding, and vocational and academic skills. | |
| Year 9 Core curriculum knowledge covered | | Exam (Ks4) curriculum knowledge covered | |
| The health and social care foundation encourages students to grasp a basic understanding of chronological growth and development through the life stages followed by factors affecting growth and development and the support available for those who face challenges. They will examine the values required to provide effective and professional care in a range of settings, including the importance of maintaining dignity and using effecting and appropriate communication. | | The rights of service users, person-centred values and how to apply them. Effective communication skills and the procedures and measures used to protect individuals such as safeguarding, hygiene and security. Life stages and the factors that affect them, unexpected life events and the impact they will have on physical, social/emotional and socio-economic aspects in an individual's life. Service providers and practitioners that can support individuals. Creative and therapeutic activities are used in both health and social care settings because of the many benefits to individuals. The different types of creative and therapeutic activities that are available and how those involved enjoy the experience and benefit from taking part in terms of the physical, intellectual, emotional and social benefits of these. | |
| Wider curriculum links | | Wider curriculum links | |
| Our content and topic areas are closely allied to the World Views and Modern Issues and Personal Development curricula, with an understanding of diversity and difference at the heart of the subjects. Geography – migration, population & demographics Biology – physiology, adolescence & puberty Statistics – interpretation of quantitative data | | Our content and topic areas are closely allied to the World Views and Modern Issues and Personal Development curricula, with an understanding of diversity and difference at the heart of the subjects. Geography – migration, population & demographics Biology – physiology, adolescence & puberty Statistics – interpretation of quantitative data | |
| How and where specifically this subject's curriculum contributes to the 'wider' development of learners? | | | |
| Subject Specific Skills | Wider Learning Skills | Personal Attributes support learning | Preparation for Adult Life |
| Reading for meaning (analysis of case studies) Interpretation of qualitative and quantitative health-related data Justified recommendations for how individuals can be supported. Practical demonstration of own care skills. Plan and deliver a creative/therapeutic activity | Students are encouraged to develop research skills. | Responsibility for own learning. | Our careers focus exposes students to a range of job roles which may or may not interest them. Guest speakers, digital workshops and our partnership with CU Scarborough ensure students have a breadth of understanding of the direction the pathway can take them in. Work-related skills that are essential for working with adults and children. |
| Cultural Capital | Disciplinary Literacy | British Values | Promotes the Equality Objectives |
| The development of T£ vocabulary, equips student with elaborated code and the ability to talk about the 'ordinary' in specialised terms. Enrichment activities from a range of local employers. We work closely with CU Scarborough (Coventry University) to raise aspirations and ensure all students can aspire to HE if that is their chosen pathway. | Students are required to use tier 3 vocabulary, his is referred to in every lesson and retrieval practice is frequent. We use the college based "Speak like a scholar" approach to ensure staff and students use tier 3 vocabulary orally. | Our curriculum supports the 5 British Values. | Equality and anti-discriminatory practice and key features of the curriculum and working in the health and social care sectors. Equality and respect for the individual is taught explicitly and brought to life by the visiting guest speakers who provide contextual examples. |