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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.

Curriculum – H&SC

Intent, Curriculum Map & Curriculum



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# Whole School INTENT

**Southchurch students embrace learning opportunities.**

# INTENT, IMPLEMENTATION & IMPACT

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| **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

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| **Year Group** | **Half-term 1** | **Half-term 2** | **Half-term 3** | **Half-term 4** | **Half-term 5** | **Half-term 6** |
| **Year 10** | **Component 1**  Introduction to the course    **A1 -Human growth and development across life stages**  Students learn about the key physical, intellectual, emotional, and social (PIES) changes that occur from infancy to later adulthood. They explore how individuals develop through different life stages.    **A2 -Factors affecting growth and development**  Students examine how factors like genetics, lifestyle, environment, and life events influence a person’s development. | **Component 1**    **A2 -Factors affecting growth and development**  Students examine how factors like genetics, lifestyle, environment, and life events influence a person’s development. They learn how these factors can positively or negatively impact health and wellbeing.    **B1 -Different types of life events**  Students explore various life events such as physical, relationship, and life circumstances. They learn how these events can impact individuals differently. | **Component 1**  **B2 -Coping with change caused by life events**   Students examine how people adapt to life changes and the support available. They learn about formal and informal support systems and their importance in coping.    **Formal ASSESSMENT**  Students will sit their first coursework assignment set by exam board  **Component 1**  Final Assessment Window: 30% | **Component 1**    **Formal ASSESSMENT**  Students will continue to sit their first coursework assignment set by exam board  **Component 1**  Final Assessment Window: 30% | **Component 2**    **A1 – Healthcare services**  Students learn about different healthcare services such as primary, secondary, and tertiary care. They explore how these services support individuals’ physical and mental health needs.  **A2 – Social care services**  Students study the range of social care services available for children, adults, and older adults. They understand how these services promote independence and wellbeing. | **Component 2**    **A3 – Barriers to accessing services**   Students explore obstacles that prevent people from accessing health and social care services. These include physical, financial, cultural, and communication barriers.  **B1 – Skills and attributes in health and social care**  Students learn about key skills and personal qualities needed by care workers. These include empathy, communication, patience, and respect for diversity. |
| **Year 11** | **Component 2**      **B2 – Values in health and social care**  Students learn about core care values like dignity, respect, and confidentiality. These values guide professionals in delivering compassionate and ethical care.    **B3 –Obstacle’s individual that are requiring care may face**  Students explore challenges such as mobility issues, communication difficulties, and lack of support. They understand how these obstacles affect access to and quality of care.    **B4 – Benefits to individuals of the skills, attributes and values in H&S care**  Students examine how effective care skills and values improve individuals’ wellbeing. They learn how positive interactions build trust, independence, and confidence | **Component 2**    **Formal ASSESSMENT**  Students will sit their Second coursework assignment set by the exam board  **Component 2**  **Final Assessment Window:**  **30%** | **Component 3**    **A1 – Factors Affecting health and wellbeing**   Students explore how physical, lifestyle, social, emotional, and economic factors influence a person’s health.  **B1 – Interpreting health:** physiological indicators  Students learn to measure and interpret indicators like pulse, blood pressure, and BMI.  **B2 – Interpreting health: lifestyle indicators**  Students examine lifestyle choices such as diet, exercise, smoking, and alcohol use. They learn how these habits affect long-term health and wellbeing | **Component 3**    **C1 – Person Centered approach to health and wellbeing**  Students learn how **to** tailor care to meet individual needs, preferences, and values. They explore how involving individuals in decisions promotes dignity and independence.  **C2 - Recommendations and actions to improve health and wellbeing**  students learn how to develop and justify realistic recommendations and actions to improve an individual's health and wellbeing based on their specific needs, circumstances, and health assessment data.  **C3 – Barriers and obstacles to following recommendations**  Students examine why individuals may struggle to follow health advice, such as lack of motivation, resources, or understanding. They learn how to identify and address these challenges. | **Component 3**    **Revision retrieval and active Practice**    **Formal ASSESSMENT**  GCSE Exam  **Component 3**  **Final Assessment Window: 40%** |  |

# KS5 Links

[BTEC level 3 National Extended Diploma in Health and Social Care](https://qualifications.pearson.com/content/dam/pdf/BTEC-Nationals/Health-and-Social-Care/2016/specification-and-sample-assessments/9781446950944-btec-nat-extdip-hsc-spec-iss10-150622.pdf)

# END OF COURSE EXPECTATIONS

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| **BTEC Tech Award Health and Social care** | |
| **Aims and learning outcomes** | **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  **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.  **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 |
| **Assessment objectives** | The components focus on:  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  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.  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 |

# PERSONAL DEVELOPMENT CURRICULUM

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| **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 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 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 career 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 health and social care needs to consider the needs of different users and take into consideration cultural, ethical, and religious factors within the design 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 each other's opinions and creative ideas. 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 can 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

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| **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 groups, 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

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| **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. |