

**Health and Social Care Curriculum Plan 2019-24**

**Curriculum Intent Statement  
Department of Health and Social Care  
De Warenne Academy**

**Transition Statement 2020**

This document details the transition from our current model to our new one. Current Y8 pupils will no longer choose their options in Year 8 but rather in Year 9, and so complete the course in years 10 and 11.

**Lessons for all year groups are outlined in the curriculum statement below**

**Intent**

- **Our aim is to ensure pupils understand what is meant by holistic health, not just the absence of a physical illness. Throughout this course they will look at physical, intellectual, emotional and social development; these elements will underpin everything they will study. Pupils will also gain experience of demonstrating the main care values that all roles within Health and Social Care are based on. Our Health and Social Care curriculum will give pupils the opportunity to:**
- Develop knowledge relating to human growth and development
- Analyse the factors that can affect health and wellbeing
- Understand how to access Health and Social Care Services
- Understand the attitudes that are considered most important, including the care values
- Have the opportunity to practise care values
- Interpret data to assess an individual's health
- Design a plan to improve an individual's health and wellbeing

Pedagogy	Enrichment	Sequencing	Key Concepts/Skills
<p>Our pedagogy is underpinned by:</p> <ul style="list-style-type: none"> <li>• vocational based studies linking all topics to case studies</li> <li>• a focus on developing pupils' analytical writing by focussing on analysing, explanation and evaluation</li> <li>• the regular use of live modelling and exemplar answers</li> <li>• a range of strategies to deepen knowledge so that it is committed to long term memory</li> <li>• enquiring into current issues in Health and Social Care</li> <li>• pupils understanding what they are doing well and how they need to improve</li> <li>• pupils will develop new skills through a variety of interesting contexts to foster enjoyment</li> <li>• pupils will develop a rich and deep subject knowledge that they can apply in the real world</li> <li>• linking key concepts to career pathways</li> </ul>	<p>We will enrich our curriculum by:</p> <ul style="list-style-type: none"> <li>• establishing cross-curricular links</li> <li>• developing partnerships with external providers that extend children's opportunities for learning such as Doncaster and Bassetlaw teaching Hospitals and Sheffield Hallam University</li> <li>• provide external visitors to link to highlight the links between the subject and future careers in this sector</li> <li>• build on their understanding of the importance of British values, the rule of law, individual liberty and tolerance and respect</li> <li>• improve their spiritual, social, moral and cultural understanding</li> </ul>	<p>Pupils learn within a logical sequencing program as;</p> <ul style="list-style-type: none"> <li>• it allows key skills that underpin all sectors of Health and Social care to be learned and revisited throughout the different components</li> <li>• it provides the opportunity to look holistically at health and the factors that may affect it</li> <li>• it means that pupils are able to make relevant links between growth and development and health and wellbeing</li> <li>• there is progression route to key stage 5 with pupils being exposed to content that will allow them to further their studies in this area</li> <li>• there is an increasing level of challenge and complexity to enquiries</li> <li>• there is appropriate division of time between human growth and development, Health and Social Care values and Health and Wellbeing.</li> </ul>	<p>In Health and Social Care, pupils will develop a strong understanding of the meanings of key concepts</p> <ul style="list-style-type: none"> <li>• Health</li> <li>• Growth and Development and the factors that affect them</li> <li>• Life events how they can affect an individual</li> <li>• Support for individuals</li> <li>• Health and Social Care services and how to access them</li> <li>• Barrier to accessing services</li> <li>• Health and Social Care value and how to apply them</li> </ul>

## **Health and Social Care Curriculum Plan 2019-24**

Health and Social Care in our academy will provide pupils with the ability to understand the many factors that can affect an individual's growth and development as well as their health and wellbeing. The Health and Social Care curriculum is sequenced in order for pupils to understand the four main areas of development, physical, intellectual, emotional and social. This knowledge is then used to underpin all other topics as all content requires an analysis as to how different factors affect these developments. Revisiting these four areas constantly also allows pupils to develop their evaluation skills.

The curriculum has been designed to ensure that pupils gain a vocational approach to Health and Social Care. They undertake various physiological tests in order to understand what the 'norm' should be. They then apply this knowledge to interpreting case study data and producing development plans. Once the main care values are covered pupils then have to demonstrate and apply them to a real life situation. This allows pupils to experience first-hand the competencies that are needed in this sector and will prepare them for further studies in this area.

**Health and Social Care Curriculum Plan 2019-24**

<b>Year 10</b>	<b>10.1</b>	<b>10.2</b>	<b>10.3</b>	<b>10.4</b>	<b>10.5</b>	<b>10.6</b>
	Human growth and development through the life stages	Factors that affect growth and development	Life events and factors that affect them	Support available for life events	Health and Social Care services	Barriers to accessing Health and Social Care services
Knowledge	Physical, intellectual, emotional and social development Six main life stages and key developments within them	Physical Factors; diet, genetic disorders and lifestyle factors Social and Cultural Factors; community, religion Relationship factors; supportive, changes to relationships	Expected; starting school, parenthood, marriage, retirement, starting a job Unexpected; redundancy, bereavement, relationship breakdown, accident and illness, imprisonment Factors; age, disposition, self-esteem, resilience, support available, other circumstances	Support ; emotional, practical help, info and advice, reassurance, volunteers, faith, community  Formal support and informal support	Primary, secondary and tertiary services and how to access them Allied health professionals Services for children, adults and those with specific needs	Physical, intellectual, psychological, geographical, sensory, language, resource, financial, social and cultural
Skills/Concepts	Identify and describe Categorise developments	Explain and categorise effects that factors cause Evaluate effects of factors Analysis the changing effects applying knowledge to case studies	Explain and categorise effects that events may cause Make judgements on how well support was received and utilised	Analyse and evaluate which support was most beneficial and why Problem solving Applying knowledge to case studies	Decision making as to the most appropriate service	Problem solving to overcome barriers Logical thinking Applying knowledge to case studies
SMSC	<ul style="list-style-type: none"> <li>enable students to develop their self-knowledge, self-esteem and self-confidence;</li> </ul>	<ul style="list-style-type: none"> <li>an understanding that the freedom to choose and hold other faiths and beliefs is protected in law;</li> <li>an understanding of the importance of identifying and combatting discrimination</li> <li>an acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour;</li> </ul>	<ul style="list-style-type: none"> <li>an understanding that the freedom to choose and hold other faiths and beliefs is protected in law;</li> </ul>	<ul style="list-style-type: none"> <li>an understanding that the freedom to choose and hold other faiths and beliefs is protected in law;</li> </ul>	<ul style="list-style-type: none"> <li>broad general knowledge of and respect for public institutions and services in England;</li> </ul>	<ul style="list-style-type: none"> <li>enable students to acquire a broad general knowledge of and respect for public institutions and services in England;</li> <li>further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures</li> <li>encourage respect for other people;</li> </ul>
Literacy focus	Explaining key developments linked to a real case study	Evaluating most influential factor and assessing change throughout the life stages in a report	Explaining how life events may affect an individual	Evaluating how well support was received and making suggestions for the future in a report	Research skills relating to roles of allied health professionals in a presentation	Making suggestion for ways to overcome barriers
Links to prior learning		10.1 PIES	10.1 PIES	10.1 PIES	10.1 PIES	10.1 PIES
Preparation for future learning	PIES development underpins all future learning	11.1 factors that affect health and wellbeing	11.2 life events that affect health and wellbeing	11.2 support available to help with health improvement plans	11.2 support available to help with health improvement plans	11.2 barrier to following health improvement plans
Assessment	Component 1 learning aim A assignment -Human growth and development	Component 1 learning aim A assignment -Human growth and development	Component 1 learning aim B assignment How well did you cope?	Component 1 learning aim B assignment How well did you cope?	Component 2 learning aim A assignment –Health and Social Care services	Component 2 learning aim A assignment –Health and Social Care services

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Year 11	11.1	11.2	11.3	11.4	11.5
	Health and wellbeing and the factors affecting it	Physiological and lifestyle indicators	Planning a health improvement plan and barriers that may affect it	Care Values	Applying and evaluating Care values
Knowledge	Physical Factors; diet, genetic disorders and lifestyle factors Social and Cultural Factors; community, religion Relationship factors; supportive, changes to relationships Expected; starting school, parenthood, marriage, retirement, starting a job Unexpected; redundancy, bereavement, relationship breakdown, accident and illness, imprisonment	Lifestyle indicators; smoking, alcohol consumption, diet, level of exercise.  Physiological indicators; BMI, blood pressure, peak flow, pulse and recovery rates.  Current and future risks to health	SMART targets Personalised approach to planning  Barriers; Physical, intellectual, psychological, geographical, sensory, language, resource, financial, social and cultural	Care Values; Empowering, Dignity, effective communication, confidentiality, safeguarding, anti-discriminatory practice  Importance of each value and effects on service user if not followed	How to review own practice How to suggest areas for improvement
Skills/Concepts	Evaluating and categorising effects on health and wellbeing	Analysing and interpreting data Explaining current and future risk, applying knowledge to case studies	Problem solving, justification, applying knowledge to case studies	Demonstrate care values, applying knowledge to case studies	Evaluate own performance and make realistic suggestions for improvement
SMSC	<ul style="list-style-type: none"> <li>enable students to develop their self-knowledge, self-esteem and self-confidence</li> </ul>	<ul style="list-style-type: none"> <li>enable students to develop their self-knowledge, self-esteem and self-confidence</li> </ul>	<ul style="list-style-type: none"> <li>further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures;</li> </ul>	<ul style="list-style-type: none"> <li>further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures;</li> <li>encourage respect for other people</li> </ul>	<ul style="list-style-type: none"> <li>enable students to develop their self-knowledge, self-esteem and self-confidence</li> </ul>
Literacy focus	Evaluating effects of factors	Describing data	Set suitable targets with justification	Script writing Oracy skills to perform role play	Reflective writing
Links to prior learning	10.1 PIES, 10.2 Factors, 10.3 Life events	10.1 PIES 10.2 Factors, 11,1 Factors	10.1 PIES, 10.6 Barriers,	10.1 PIES, 10.5 HSC services,	10.1 PIES
Preparation for future learning	11.2 indicators, 11.3 health improvement plans Links to Level 3 Nationals in HSC	11.3 planning an improvement plan Links to Level 3 Nationals in HSC	11.4 Demo of care values Links to Level 3 Nationals in HSC	11.6 Evaluating care values Links to Level 3 Nationals in HSC	Links to Level 3 Nationals in HSC
Assessment	Component 3 Mock exam questions	Component 3 Mock exam questions	Component 3 external exam	Component 2 learning aim b assignment –Demonstrate Care values	Component 2 learning aim b assignment –Demonstrate Care values