

# H&S Curriculum Intent



The Health and Social Care curriculum ensure that students can develop a broad understanding of the human lifespan development, care services and values and social influences on health and wellbeing.

Students will cultivate a key understanding of the crucial role that Health and Social Care has on society and how the key events of the last decade can be used as evidence for this. Students will take on a range of vocational roles and scenarios from the Health and Social care sector and use their own personal skills and the knowledge learnt to evidence understanding in assignments on a range of Health and Social care topics being studied.

Students will also look at broader themes from the national Health and Social Care sector; these will be examined externally during the course as well as underpinning all PSA work. By the end of the course, students will have a good understanding of the Health and Social Care sector enabling access to a level 3 course, apprenticeship, or employment.

The intent is that the Curriculum goes beyond what is taught within lessons and although the priority is for all students to achieve the best examination results, we also develop skills including being able to show empathy, problem solving skills, leadership skills to lead on developing care plans for individuals.

Ultimately, having studied Health and Social Care, a student will leave the course with the necessary skills needed to survive and thrive in the Health and Social Care industry, as a well-rounded individual who has the flexibility to make decisions, react to different situations, and understand that no two situations are the same.

Health and Social Care can affect anyone and therefore it is a curriculum that embraces diversity, inclusivity, and representative which prepares students for the dynamic world of Care. For example, people who require care will have very different needs. Therefore, it is curriculum intent to help students not only identify those needs through PIES, but also the barriers that individuals face to an effective care plan that would meet those needs. We have highly ambitious expectations of all our students and are unapologetic in our pursuit of academic excellence.

## **What Students Should Know and Be Able To Do**

### **Entitled to Powerful Knowledge**

The Health and Social Care curriculum aims to equip our students to discover the impact of positive and negative human development and how to critically analyse how these factors affect our day to day lives. Students will also look at broader themes from the national Health and Social Care sector; these will be examined externally during the course as well as underpinning all PSA work. By the end of the course, students will have a good understanding of the Health and Social Care sector enabling access to a level 3 course, apprenticeship, or employment.

To achieve this the students will have the substantive knowledge of the Health and Social Care industry to be able to recommend health plans for the more vulnerable in society. For example, they will be able to develop a health care plan for a person in middle adulthood with diabetes. To do this they will require the knowledge of Life Stages, PIES, Health care plans (design, implementation and review) as well as how any barriers can be overcome. Disciplinary knowledge then comes in the form of developing the skills to delivering the plans such as communication, empathy and active listening, which are needed when communicating the plan to stakeholders.

Health and Social Care promotes opportunities for students to draw from real life experiences, case studies and opportunities to undertake research to compliment learning and create skills that will be used throughout their lives. These skills encourage students to think outside typical teenage egocentrism and begin to challenge the way they perceive the world we live in. Furthermore, highlighting how human relationships, physical environments and socioeconomic status may influence how they develop. Through investigation of health and well-being and how our lifestyle choices effect how healthy we are, students access different resources and external agency advice and guidance that encourages them to talk about areas and raise awareness of signs and symptoms of abuse, addiction, illness and poor mental health.

### **Knowledge is Diverse, Inclusive, and Representative**

Opportunities are given for pupils to access real world examples and current events through reading and understanding of local, national case studies that cover a wide range of needs for all ages. This helps to keep students engaged and informed and links directly to their learning and assessment. For example, talks from the local dementia home help the students further their understanding of individual barriers to strategies that staff face in helping their patients. Furthermore, work experience modules at local hospitals/schools, helps to highlight the vocational aspect of the course.

A Vocational context at local and national level is imperative to meet the intent of knowing how to deal with patients and their barriers to effective care and education at different age levels. For example, an early care centre for children will have different barriers when situated in different areas. Similarly Care centres in the same area will have different barriers because of the clientele. An appreciation of this is imperative to the success of the curriculum.

The careful choice of case studies will also ensure the demographic inclusivity of an individual. This is to ensure that all “stakeholders” are engaged with the curriculum.

Where case studies are used, we ensure that they are of a diverse nature with diverse care providers and patients that suit all student demographics, abilities and especially beliefs. These are also both locally and internationally.

## **Education With Character**

The BTEC Health and Social Care course at both KS4 and KS5 aims to provide students with an engaging, practical, and inspiring approach to learning and assessment. Our curriculum equips students with a sound understanding of meeting the needs of individuals using services and specialist equipment, while challenging stereotypes and discrimination and dispel stereotypes regarding illness, for example that people with diabetes, with the proper care and plan can live a healthy and fulfilled lifestyle.

We emphasise care values such as empathy, compassion, commitment, tolerance, and empowerment. These values enable our students to become educated citizens who contribute positively to society. Furthermore, given the nature of the assessment, students are encouraged to engage with abstract thinking, collaboration and problem solving.

The nature of the Health and Social Care curriculum ensures that the students leave with a sense of identity for their place in the world. They are challenged to different points of view, breaking down misconceptions that they have about different groups in society. Students will therefore become more respectful individuals and understand what barriers minority groups have faced in the past and what they will continue to face unless we break them down.

The nature of our curriculum is designed to be challenging but attainable and therefore build resilience. This is further developed in our lessons through a culture of error to promote bounce-back-ability. from setbacks and failures as is needed in the world of care if a barrier has not been overcome. No such activity, however, should be completed in isolation, so the curriculum also promotes teamwork and collaboration, not only with each other but with others from outside the classroom, i.e. there are close links with Science and PE regarding keeping your body healthy as well as knowing the physiology of a healthy mind and body.

Furthermore, it is our intent that pupils will be required to consider the health, social, moral, and ethical issues surrounding care decisions and the impact that it would have on a wide range of stakeholders such as carers and dependents. This will fulfil our intent to have the curriculum develop well rounded carers equipped with the tools to make the transition from school life into the Health and Social Care industry.

## How Students Acquire This Knowledge

*“The ultimate aim of curriculum must be to a structured path, a movement through knowledge in time, where travel leads to acquisition and understanding, to seeing the world in a new way.”*

### Coherent Whole

Using the exam board’s curriculum as our foundation, we chronologically sequence the lessons to mirror that of development of the care needed. This is through the ages and then the condition. It allows us to meet the individual needs of the students as they can relate their learning to any given scenario that interests them. Each lesson builds on from the last in terms of the life of an Enterprise and as a result the knowledge and analytical skills are built cumulatively.

The Health and Social Care curriculum broadly focusses on care values that are also central to our school ethos, supporting children in their development, and underpinning learning in the classroom, school, and in the wider community. Values are fundamental expressions of what we think and believe. As a school we encourage children to think about personal and social values, to become aware of, and involved in the life and concerns of their community and society, and so develop their capacity to be active and effective future citizens.

Care values equips children with the knowledge, understanding, skills and strategies required to live healthy, safe, productive, capable, responsible and balanced lives. It encourages them to be enterprising and supports them in making effective transitions, positive learning and career choices, and in achieving economic wellbeing. A critical component of the care values is providing opportunities for children to reflect on and clarify their own values and attitudes and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future.

Care values contribute to personal development by helping students to build their confidence, resilience and self-esteem, and to identify and manage risk, make informed choices and understand what influences their decisions. It enables them to recognise, accept and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings.

Developing an understanding of themselves, empathy and the ability to work with others will help students to form and maintain good relationships, develop the essential skills for future employability and better enjoy and manage their lives.

These key ideas need to be covered and reflected in the teaching of the Health and Social Care curriculum, which has been divided into these three key components. The three components focus on the assessment of knowledge, skills and practices. These are all essential to developing a basis for progression and, therefore, students need to achieve all components in order to achieve the qualification.

These themes run through the curriculum both to do with subject knowledge and skills. These include, the 7 care values as well as the Physical Intellectual Emotional and Social aspects of development. These are taught and retrieved as and when needed through Do Now’s and discussion.

Skills that run throughout the curriculum are, Application, Analysis, Evaluation and Recommendation as well as literacy and communication. These are built and developed through the deliberate practice of skill repetition using different case studies and exam questions. For example, 1 question will be asked to different case studies or multiple questions to the same case study.

## **Acquire and Apply**

In every lesson all students are immersed in knowledge and repeatedly encounter rigorous health and social care questions that are underpinned by the current guidelines within health and social care.

1. New knowledge will be learnt in small chunks, ensuring through CFU techniques it has been acquired. During the course, as and when needed, substantive knowledge is then retrieved and built on using a series of retrieval activities. Having gained the substantive knowledge, through the I-We-You cycle, disciplinary knowledge is then taught. Repetition with different case studies during Independent Practice, then allows the student to master both substantive and disciplinary knowledge.
2. Retrieval -
  - a. Do now's are strategically planned so they are retrieved in the context of the lesson that it is required for. i.e. having taught the PIES, they will be recalled when needed through the different life stages as well as designing care plans.
3. The components are interrelated, and they are best seen as part of an integrated whole rather than as totally distinct study areas. Students will normally take this qualification over a two-year period. This means that they are given the opportunity to build their confidence in understanding the sector, vocational contexts and vocational attributes over a long period during the course of study before they are assessed.
  - a. Repetition and revisiting also helps to commit knowledge to long-term memory as it is learnt. Furthermore, revisiting topics to hone and develop skills also provides an opportunity to identify gaps in either knowledge or skill and can therefore address any misconceptions.
4. Independent tasks are usually exam based, using past exam papers, but questions are added, and case studies are varied to ensure the connections are committed to long-term memory. The skill of application is taught throughout the course during independent tasks and model application of knowledge by provide a wide range of opportunities by varying examples to incorporate different scenarios. For example, the students will look at why a care plan, may be suited to one person but not too another. By doing this, the skill of application is practiced and mastered as the knowledge does not change, but the decision at the end of the analysis will do depending on the scenario. This high level of practice ensures students deepen their understanding and ability to apply the concepts to new situations.



## Adapt and Improve

**Adapt what is taught:** Teachers adapt the curriculum to meet the needs of individual classes. There are three main ways we do this:

1. The world of commerce is continually changing, and our case studies should reflect this. The curriculum is adapted to update and include relevant case studies, including, when relevant, news on the day or week of the lesson.
2. When students do not have the cultural capital to access a case study the teachers must teach the required knowledge first. For example, if students have not been on holiday before, the teacher would need to teach about holidays to enable the students to understand a travel agency case study.
3. Teachers adapt the 'what' if students are finding a concept challenging and additional case studies would better exemplify the content. Teachers may add additional examples and case studies to demonstrate the concept in a wider range of contexts to support student understanding.

**Adapt when it is taught:** Our curriculum is carefully sequenced so that knowledge builds in a clear and coherent manner and follows human development and then the care needed to continue that development. However, teachers have autonomy over how to maximise the impact this has for their class. For example, if a teacher has assessed that students have a common misconception, they must then adjust their lessons to address the misconceptions. Misconceptions can be identified through strategic summative assessments, using Question Level Analysis and more operationally through Checking For Understanding using mini whiteboards and oracy. The curriculum is designed to allow this freedom and if it is not needed the extra time is then spent on disciplinary knowledge and skills.

**Adapt how it is taught:** All lessons follow the blueprint "I-We-You" structure ensuring commonality between the different classes. Teachers have access to a "shell" lesson which is then adapted, whilst maintaining the Rosenshine Principals to suit the individuals in the class.

**Improve:** The curriculum is regularly discussed, and the use of reflection helps to shape the future of the curriculum. This is completed in the Summer Term 2 to allow opportunities to make changes, if necessary, in order to be September Ready.