Curriculum Statement - HEALTH & SOCIAL CARE

Our Intent:	
What is the vision (big picture) for your subject?	Our vision is that Pupils will become inspired by the importance of Health and Social Care, not just its relevance to and in their own lives, but also as a possible career path.We hope they will discover a passion for the importance of the health and well-being of their community and wider society.
What are the key concepts that underpin your subject?	Equality and diversity. Safeguarding. Empowerment and person centred values. Respecting invidiuality. Health and safety. Effective control of infections.
Which key themes are repeated over time?	We have reoccuring themes that run through each unit such as equality and diversity. The importance of safeguarding. Working in a person centred way and respecting individual rights and beliefs. The are core themes that underpin knowledge in each unit.
What knowledge and skills will students have at the end of each key stage?	KS4: Students will leave with an understanding of human growth and development through the life stages. They will understand the importance of public health and how the design a small scal health promotion campaign. They will have a sound understanding of safeguarding, principles of infection control, diversity and rights, and working in a person centred way.
	KS5: Students following the new AAQ pathway will be able to apply knowledge and understanding of Equality, diversity, and rights in health and social care settings, Legislation in health and social care settings, Best practice in health and social care settings. They will understand the arrangement of body systems and the structure and function of the component parts. They will be able to explain key processes within each body system. They will enderstand and be able to apply knowledge of meeting needs and providing support in a person-centred way. They will be able to explain concepts of mental health, provosion of mental health services, and treatment and support for conditions. They will be able to discuss the different types of long term physiological conditions, how these are caused and the daily and long term effects on individuals. They will be able to apply knowledge of a range of monitoring, treatment methods for a range of conditions.
Does your curriculum intent match or exceed the breadth of the National Curriculum/Subject specification?	Our curriculum follows the specifications set by OCR and matches the requirements.We go beyond this by ensuring our students are inspired by real life case studies, visiting practitioners and real life experiences which will help them make informed choices for their future.
How do you ensure that learning is sequenced effectively over time in your subject?	Delivery of units is sequenced to first build understanding of underpinning concepts, as well as maximising opportunity for improving and resubmitting work. Core concepts are built up in the first unit, which then are built on in subsequent units. Understanding an application of command verbs are developed over time beginning with explain, through to evaluate and analyse
How have you decided what knowledge and skills you want students to learn in your subject?	From the requirements of the exam specification and the assessment requirements, with the addition of current issues that ensure learning is relevent to the current climate in healthcare.
How do you plan to cater for cultural capital e.g. trips, visits, enrichment, careers, applied learning, real word application & power skills development?	We regulary invite practitioners from different fields of health and social care practice in to speak to students. For example, Occupational therapists, Social Workers, Psychiatric practitioners, Midwifery service, Junior doctor. referencing current topics. We use current news and reports to ensure a real world experience for our students.
What are your main instruments of the curriculum used to implement, deliver, and assess your curriculum effectively? (Materials should privilege thinking over task completion - memory is the residue of thought)	Use of shared resources from a central bank, use of Google classroom to create a consistent course. We use centralised assessments to ensure consistency, and follow the OCR and JQC guidelines on assessment. Our most valuable tool is our own subject knowledge which is current and well developed. This is used to promote discussion, which is not only a valuable method of assessing understanding but provokes thoughtful content for NEA work.
How is homework used to encourage, enthuse and develop pupils' skills and understanding?	At KS5, home work is surrently used to extend and deepen understanding, such as further reading, consolidating information, research of current affairs, or continuation of coursework.The new AAQ will not permit continuation of coursework outsode of supervised lessons, so homework will involve research tasks as permitted.
How are you ensuring that each teacher has the requisite subject knowledge to teach effectively?	Shared resources, shared classes, mentoring, continual teamwork and support. regular moderation and standardisation.
Our Implementation:	
What will we see when we drop into your subject lessons and why?	Engaged students doing work. Continual live marking of NEA, discussion, practical demonstrations.
How do you adapt or tailor your curriculum to meet the needs of students with different starting points (KS2 data)?	We have taken many students who have not met the entry requirements and have been flexible with supporting them on a programme of study that meets their needs. We support students with health conditions to suceed by creating online courses that are accessible, and working in partnership with families. We offer additional support sessions,We foster good parental engagement, we support students in fostering independence and ambition.
How do you stretch students who are high prior attainment?	We have embedded links to careers opportunites so able students can see the direction they may wish to take, such as taking students to an NHS conference, we have regular visiting speakers. Rapid progression due to quality resources which allow for independence. Extensive subject knowledge of H&SC sector.
How do you support and scaffold (visual, verbal & written) for students who are SEND?	We meet individual need as much as possible within the JQC guidelines we work within, which does not permit templates of frameworks to be used for NEA work. For examined units, we build knowledge gradually and provide structures for answering longer questions, building confidence.
How do you support students who are disadvantaged?	We have taken many students who have not met the entry requirements and have been flexible with supporting them on a programme of study that meets their needs. We support students with health conditions to suceed by creating online courses that are accessible, and working in partnership with families. We offer additional support sessions,We support students in fostering independence and ambition.
Our Impact:	
How are you monitoring implementation in your subject	Constant and frequent sharing ideas, shared classes so all staff feel supported in their development, resources and learning visits - open door policy
How do you check the rigour in planning and resourcing in your subject area?	Resources are produced and shared to meet the requirements of the specification. We use the most current NEA assignment that has the longest 'life' to allow for resubmissions and improvements. According to our moderator, our work is some of the best she has seen, which is evidence of our planning and resourcing is meeting the need of our desired outcomes.
How do you use assessment in your subject area?	NEA assessment is done inline with OCR requirements - we assess each task following the assessment criteria given , students must apply the command verb, make reference to the relevant content area, and show application and examples from the appropriate environment. We use exam builder and past papers to create end of unit assessments, and regular assessments standardised across department.
How do assessments identify gaps in students' knowledge and their ability to apply that knowledge fluently and accurately?	By question level analysis, we identify weak areas both individually and as a whole class. Whole class feedback is shared on Google Classroom after each assessment, identifying gaps in knowledge. Individual feedback identifies each students own weaknesses, and DIRT is done following assessments. Students use unit contents and PLC's to take ownership of their learning and regularly self assess.
How is knowledge remembered in your subject?	We explicitly teach active recall techniques for revision, regularly revisit pevious work such as do now tasks involving 'a question from last month, a question from last week, a question from last lesson. Use of miniwhiteboards, retreival practice from do now tasks, duel coding.

BUDMOUTH ACADEMY WEYMOUTH
AN ASPIRATIONS ACADEMY

Curriculum Overview: HEALTH & SOCIAL CARE

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Year 10	**OCR Cambridge National in Health and Social Care Unit R035 Health Promotion Campaigns.** Task 1a - Choosing a public health Challenge. Task 1b - Choosing a health promotion campaign. Task 2 - Planning a health promotion campaign.	**OCR Cambridge National in Health and Social Care Unit R035 Health Promotion Campaigns.** Task 3 - Delivering a health promtion campaign	**OCR Cambridge National in Health and Social Care Unit R035 Health Promotion Campaigns.** Task 4 - Evaluating your own performance.	**Unit R032: Principles of care in health and social care settings.** Topic Area 4: Protecting service users and service providers in health and social care settings.	**Unit R032: Principles of care in health and social care settings.** Topic Area 4: Protecting service users and service providers in health and social care settings.	**R033: Supporting individuals through life events.** Topic Area 1: Life stages. Begin NEA tasks once material is released in June.
Year 11	**OCR Cambridge National in Health and Social Care Unit R035 Health Promotion Campaigns.** Task 1b - Choosing a health promotion campaign. Task 2 - Planning a health promotion campaign. Task 3 - Delivering a health promotion campaign.	**OCR Cambridge National in Health and Social Care Unit R035 Health Promotion Campaigns.** Task 4 - Evaluating your own performance.	**Unit R032: Principles of care in health and social care settings.** Topic Area 1: The rights of service users in health and social care settings	**Unit R032: Principles of care in health and social care settings.** Topic Area 2: Person-centred values	**Unit R032: Principles of care in health and social care settings.** Topic Area 3: Effective communication in health and social care settings. Topic Area 4: Protecting service users and service providers in health and social care settings	**Unit R032: Principles of care in health and social care settings.** Complete Topic Area 4: Protecting service users and service providers in health and social care settings. Revision and exam in early June
Year 12	**OCR Advanced National Extended Certificate in Health and Social Care** Unit F090 Principles of health and social care LO 1,2	**OCR Advanced National Extended Certificate in Health and Social Care** Unit F090 Principles of health and social care LO 3,4	**Unit F092: Person-centred approach to care**		**Unit F093: Supporting people with mental health conditions**	
Year 13	**Unit F091: Anatomy and physiology for health and social care.** LO 1,2,3	**Unit F091: Anatomy and physiology for health and social care.** LO 4,5,6,	**Unit F094: Supporting people with long term physiological conditions**		**Unit F096: Supporting people in relation to sexual health, pregnancy and postnatal health**	