

Health & Social Care

2 Year Curriculum Plan

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Trust Curriculum Policy Extract

The Trust curriculum ensures all pupils in the Trust experience a rich, broad and balanced experience, reflecting the FMAT mission of `Enriching lives, transforming futures`. **We want all our pupils to experience the joy and wonder of learning.**

We place a strong emphasis on nurturing the spiritual, moral, social and cultural development of pupils, along with a firm commitment to developing pupils' resilience and character **through the acquisition of life skills**. We are preparing all our pupils to contribute positively to modern British society **and have a suitable career and destination**. All pupils have the entitlement to study a rich and varied curriculum

The Trust values permeate the curriculum

Excellence: a curriculum of the highest quality to ensure excellent outcomes

Dedication: we believe there is dignity in hard work

Ambition: we want the very best for all of our students.

Integrity: moral purpose will underpin the curriculum decisions we make for our pupils

Tradition: British values, literacy and numeracy underpin the curriculum

A well-constructed curriculum will lead to good results because these results will reflect what pupils have learned. The curriculum is the progression model, enabling pupils to **know more, remember more and be able to do more**.

Teaching and Learning Vision

Knowledge is power. Information is liberating.

Kofi Annan

We believe all students, whatever their background, are able to become experts in the disciplines that they study. Their expertise will be achieved through quality teaching and the dissemination of deep knowledge by highly skilled and knowledgeable subject experts – in every classroom, every lesson, every day.

Our students have the right to be introduced to deep knowledge and a wealth of information from the spectrum of subjects that they study. They will be introduced to, and understand, theories and principles that have influenced, continue to influence, and will influence in the future, the world in which they live. They will be prepared to fully engage in academic discussion about their learning.

This learning will secure a successful place in society for our students. They will go further than they ever thought possible.

Teaching and Learning Vision for the *Health and Social care* Department

In Health and Social care all students at Smiths Wood will gain knowledge of individuals health and wellbeing. This will give the learner the opportunity to work within the private and public sectors helping people who can help the world to give a new life and be committed to help save lives.

We can turn every learner into an expert in *Health & Social care*, at the same time as developing a love for the subject.

At the end of Year 11 students in *Health and Social care* will

Know...

- Human growth and development across all 6 life stages (**0-2years is infancy, 3-8 years is Early childhood, 9-18 years is Adolescence, 19-45 years is Early Adulthood, 46-65 years is Middle Adulthood, 65+ years is Later Adulthood**).
- Demonstrating three life stages of two individuals and showing major impact on lives through their milestone.
- Students will demonstrate a high level of knowledge and understanding of factors that affect health and well-being using case studies.
- factors such as Physical, Intellectual, Emotional and Social that may/could affect them.
- Components 1 (Human Lifespan Development)
- Components 2 (Health and Social Care Services and Values) are assessed through internal assessment.
Internal assessments are designed to achieve real life events and services that are turned into tasks and activities. This style of assessment promotes deep learning through ensuring the connection between knowledge and practice.
- Component 3 (Health & Well Being) This component is tested by carrying out an external exam through **Edexcel** exam Board. This component consists of understanding factors that affect health and wellbeing such as using Physical, Intellectual, Emotional and Social factors to enhance learning on real life case studies.
- Pupils will also learn how to interpret health indicators such as obesity, stress, exercise, mental health etc.
- Pupils will also learn about how they can design an improvement plan to support the health indicators in section B in the exam paper.

Understand...

- They will understand how main life stages can affect individuals in real life events, and how it could have an impact on their day to day lifestyle.
- How to use a blood pressure monitors
- How to interpret information from devices – such as Body Mass Index Chart (BMI), Peak Flow – checking breathing, Blood Pressure chart checking diastolic and systolic reading.

The top number refers to the amount of pressure in your arteries during the contraction of your heart muscle. This is called **systolic** pressure. The bottom number refers to your blood pressure when your heart muscle is between beats. This is called **diastolic** pressure.

Be able to...

- Know private (Bupa) and Public sectors (NHS)
- Analyse data – looking at the data provided by the exam board for students to analyse, such as blood pressure charts, BMI (Body Mass Index) charts and Peak Flow chart (The **peak flow** test measures how fast you can breathe out after you've taken a full breath in.)
- Health improvement plans – Students will use the data and improve the short- and long-term health plans for an individual.
- How policies and procedures are used within the sectors of Health and Social care settings.
- How verbal and nonverbal language is used to enable understanding between clients with needs (disability, autistic, Down Syndrome, Blind, Deaf, etc)
- How factors can affect individual's health and wellbeing in a positive and negative way.
- How economic factors can take a major effect on individuals lives using PIES (Physical, Intellectual, Emotional and Social)
- How obstacles that individuals face can be implemented and how plans can help mitigate the problem.

Demonstrate different skills such as communication, body language etc, techniques of how to use data and charts to interpret information for clients, concepts, theories, and knowledge across the whole qualification. They will also be able to understand real life events/ disasters such as car accidents, cancer, Diabetes Type 1 and Type 2 etc.

Students will assess the change in impact of different factors in growth and development in all 6 life stages (Infancy, Early childhood, Adolescence, Early Adulthood, Middle Adulthood and Later Adulthood)

Analyse individuals health and well being by monitoring blood pressures, weights, Body Mass Index(BMI). Evaluate factors to improve health and well being

Assess different impacts within different factors in growth and development

Demonstrating care values

Justifying and recommending health plans which are designed and developed to improve individuals health.

To assess the impact it that family and friends can have on people.

Show recommendations for improvements in health plans. To review and evaluate the impact of healthcare plans.

To use real life scenarios using theories such as Jean Piaget and Bandura. This will show how children grow using different types of play to enhance their development through each life stage.

Students will demonstrate a high level of knowledge and understanding of factors that affect health and well-being used in case studies.

Have been exposed to the following knowledge, theories, texts and experiences that span beyond the GCSE specification

Level 3 text books, journals & newspapers

- BTEC National Health and Social Care Student Book 1: For the 2016 specifications (BTEC Nationals Health and Social Care 2016) Paperback – 24 Jun. 2016 Marilyn Billingham (Author), Pamela Davenport (Author), Hilary Talman (Author)
- Level 3 Health and Social Care (Adults) Diploma: Candidate Book 3rd edition: (Work Based Learning L3 Health & Social Care Dementia 3rd edition) Yvonne Nolan

- CACHE Technical Level 3 Extended Diploma in Health and Social Care: Maria Ferreiro Peteiro, Elizabeth Rasheed, Linda Wyatt

Developed their cultural and social capital through the following extra-curricular work

University open days (dates vary for different Universities), taster days and guest speakers from Universities, Solihull care homes social workers, carers, nurses, child protection officers, occupational therapist, physiotherapist (local doctors surgery and clinics in Solihull)

Year 10 (Health & Social care) at Smith's Wood Academy

The Smith's Wood Year 10 (Health and Social care)

Unit 1 curriculum prepares all pupils to understand how individuals are developed from birth up until later adulthood. These will include physical, intellectual, emotional, and social factors which will help pupils to understand how human development takes place. They will also learn about how different types of health and social services are used within the NHS and private sectors to help individuals in their developing milestone. Pupils will also learn how care is provided applying to companies Policies and Procedures. Pupils will be visiting care homes during work experience or getting the opportunity to volunteer a few hours a week for two weeks, working aside with elderlies to understand how important care values are within the sector and how they are applied.

Unit 2 curriculum will teach them how different services are used, within different professions. This will enhance individuals learning through understanding how barriers could affect individuals through their life stages and overcoming them. Our students are studying these units because they want to learn about human growth and development and how to deal with real life events and what they could and should do. If they want a profession within the health and social services they have learnt the basic knowledge on three different components to lead them up to level 3 which will enhance their learning to more depth giving them a better opportunity to head their way to a dream career.

These units are studied in this order because pupils will firstly understand life stages and how it affects them using P.I.E.S (Physical, Intellectual, Emotional and Social factors.) Then it begins to explain life events such as predicted and unpredicted situations. Then follows up with services and care enhancing it with using policies and procedures.

Year 10 Units of Study		Length of unit
Unit 1	Understand Human growth and development across life stages and the factors that affect it	36 Guided Learning hours
Unit 2	Understand the different types of health and social care services and barriers to accessing them.	36 Guided Learning hours

Year 11 (Subject) at Smith's Wood Academy

The Smith's Wood Year 11 in Health and Social care curriculum prepares all pupils to understand how to understand factors that affect health and well being. Students will learn to interpret health indicators, design a health improvement plan and also be able to distinguish how to overcome barriers relating to health and well being improvement plans. These units are studied in this order because unit 1 and unit 2 are studied in year 10, understand life stages and how factors affect them in their different life events. Unit 3 will be a given scenario which will reflect on an individuals health plan. We will learn how to understand and interpret the information given, by using data and improvement plans to help improve their plan by designing a long and short term targets.

Year 11 Units of Study

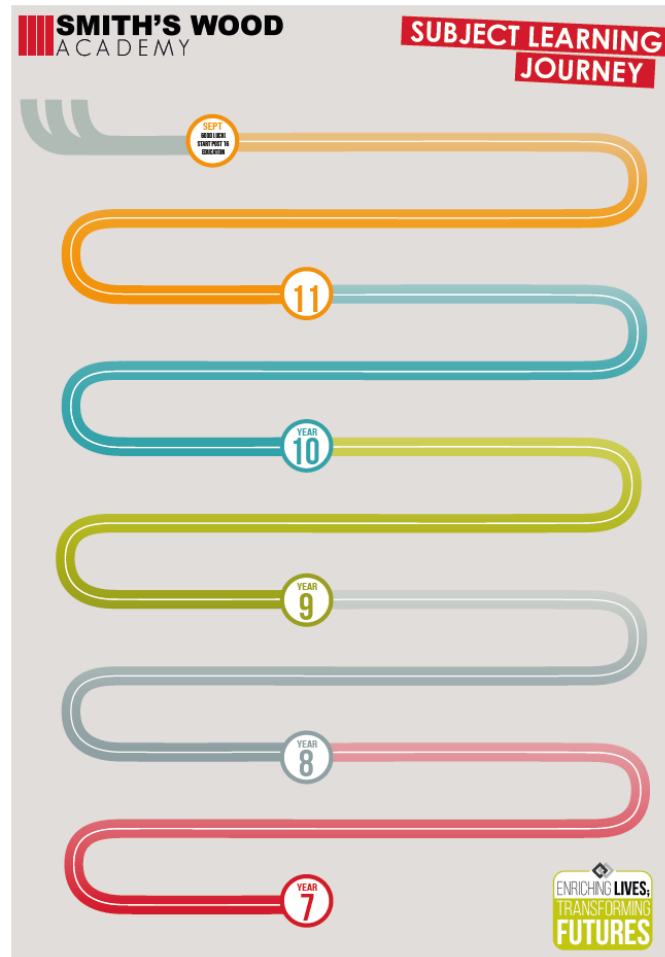
Length of unit

Unit 3

- Learners will study the factors that affect health and wellbeing, learning about physiological and lifestyle indicators, and how to design a health and wellbeing improvement plan.
- This external component builds on knowledge, understanding and skills acquired and developed in Components 1 and 2. Learners will be given a case study and will assess an individual's health and wellbeing, drawing on their understanding of life events from Component 1.
- They will design a health and wellbeing improvement plan that draws on their knowledge of services and care values from Component 2.
- A task worth 60 marks will be completed under supervised conditions. The supervised assessment period is two hours and must be arranged in the period timetabled by Pearson.
- Assessment availability is twice a year: **February and May/June from 2019 onwards.**

48 Guided Learning hours

The *Subject* Department Learning Journey at a glance



To include – topics, purpose of study and assessment points. To show how and why the curriculum is sequenced in the way in which it is.