

Health and Social Care Curriculum Principles

Our unifying 'sentence' is: We provided students with a curriculum that developed their understanding of the importance of health and wellbeing, expanding their skills with a focus on a person-centred approach and values needed to work in the health and social care sector.

By the end of their education, a student of Health and social care at Dixons Unity Academy will:

- Understand how people grow and develop over the course of their lives, from infancy to old age, and the factors that may affect this, such as major life changing events like marriage or parenthood. Students will learn how people adapt to these changes as well as the types of support available to help them
- Develop key skills that prove their aptitude in health and social care such as interpreting physiological and lifestyle indicators to assess an individual's health, this data includes looking at aspects such as blood pressure, pulse rate, peak flow and BMI.
- Focus on the process that underpins effective ways of working in health and social care, such as designing a plan to improve an individual's health and wellbeing. This involves setting targets for an individual to follow and then assessing the individual's ability to follow this plan (e.g. what obstacles may they face and how could they overcome them)
- Study the attitudes that are considered most important in health and social care, including the care values that are vitally important in the sector, and the opportunity to practise applying them in a role-play situation. These values include respect, preserving dignity and promoting anti-discriminatory practice.
- Develop knowledge that underpins effective use of skills, process and attitudes in the sector such as human growth and development, health and social care services, and factors affecting people's health and wellbeing.

To achieve a true understanding of Health and social care topics have been intelligently sequenced based on the following rationale:

- The course covers three components of work, two of which are internally assessed by completing assignments throughout their course of study and one component is an externally assessed exam. There will be opportunities for retrieval practice and exploration activities to allow students to develop their skills in preparation for their formal assessment in the form of assignments. We also use spaced practice in developing the skills to the exam component and preparing for answering exam questions. These components use Level one / two Pass, Merit and Distinction grading criteria.
- The curriculum has clear literacy links to embed key terminology so students are developing their knowledge of key aspects of health and social care.
- Students have the opportunity to practice applying what they have learnt in relation to the care values within health and social care by undertaking a role-play, but then also having the opportunity to receive feedback and review their own performance.
- BTEC Tech Health and Social Care is a vocational subject, which therefore means through the majority of the time, it provides students with the opportunity to demonstrate their skills in assignment based tasks, rather than the traditional preparation for examinations as would be with GCSE subjects. The course does have one examination element, which is completed in year 11.

The Health and social care curriculum will address social disadvantage by addressing gaps in students' knowledge and skills:

- BTEC Tech Health and social care is a vocational subject, this means that students have the opportunity to develop their knowledge and skills and apply it to everyday and work contexts. It gives the opportunity to build skills that show an aptitude for further learning both in the sector and more widely. This includes allowing students to build on and embed their knowledge, allowing them to grow in confidence and then put into practice what they have learned.
- We ensure that intervention is proactive and data driven, on a regular basis staff address the gaps identified from in-class or cycle assessment data in order to offer provision to eradicate these differences. We use intervention folders in classrooms, which are used on a daily basis, which identifies the disadvantaged students (and SEND / PP) and then where a weekly plan is used to ensure intervention is taking place to help students progress.
- The curriculum teaches the students about the different life stages that we all go through from birth to old age and that we all experience life differently. This includes a focus on the different factors that can affect a person's development physically, emotionally, intellectually or socially such as economic factors and social and cultural factors.
- The curriculum also has a focus on the different life events that people may go through throughout their lives. It studies the effects that these life events have on individuals, but also how the same life event can affect people differently.
- Lessons also use computers and ranges of software that students otherwise may not be able to access.



We fully believe that Health and social care can contribute to the personal development of students at Dixons Unity Academy:

- Students will have an opportunity to develop an understanding of health and social care services and develop skills in applying care values that are common across the sector (some of which are transferable to other sectors that involve interactions with clients or customers).
- Students are taught that some individuals accessing health and social care services are often vulnerable, for example, children or people with physical disabilities. For this reason, a set of care values exist. Students will learn how to adopt caring behaviours and apply them in the form of a role-play situation where they have to respond to the needs of service users. From this practical opportunity, they are then to review their own performance.
- Students are provided with the opportunity to understand that a person's health needs and social needs are different – even though both types of care are closely linked. Students are taught to understand that those who need social care are not always ill – they may be unable to carry out everyday activities like getting dressed or feeding themselves, or they may need help with their day-to-day lives.
- Providing students with the knowledge, understanding and skills that are the foundations for working within health and social care. This includes many of the skills that are used by health care professionals on a daily basis such as assessing a person's health and wellbeing and designing individualised care plans.

Our belief is that homework should be interleaved revision of powerful knowledge that has been modelled and taught in lessons. This knowledge is recalled and applied through a range of low stakes quizzing and practice:

Opportunities are built in to make links to the world of work to enhance the careers, advice, and guidance that students are exposed to:

- Health care roles include doctors, pharmacists, nurses, midwives and healthcare assistants, while social care roles include care assistants, occupational therapists, counsellors and administrators. The curriculum focuses on students being given the opportunity to be introduced to the nature of these job roles and understand the qualities needed to fulfil the role.
- Students are taught about the range of health and social care services (primary, secondary, tertiary) that are available including residential care, respite care and domiciliary services, overall demonstrating to students the wide range of career opportunities that there are within health and social care.
- When completing a role play students are given the opportunity to demonstrate the care values within a health and social care context, therefore making this as realistic as possible to what they would be expected to do in the world of work.

A true love of Health and social care involves learning about various cultural domains. We teach beyond the specification requirements, but do ensure students are well prepared to be successful in GCSE examinations:

- Some students already have an interest in working with children or want to care for and help others. This course gives students the background knowledge and develops the skills needed by anybody considering working with people. It could be just as useful for someone interested in being a personal trainer or even a teacher.
- Students having the opportunity to demonstrate care values in the form of a role-play, this experience of performing skills needed for assessment are transferable into other areas of study.
- The practical transferable skills students master during studying Health and Social care such as self-reflection, communication and teamwork will allow students to grow in confidence and support their progress in the present and the future. Key transferable skills include:
 - **Cognitive and problem-solving skills:** use critical thinking, approach non-routine problems applying expert and creative solutions
 - **Intrapersonal skills:** communicating, working collaboratively and self-presentation
 - **Interpersonal skills:** adaptability and resilience, self-monitoring and development.
- Students will become independent learners that can make informed decisions about further learning opportunities or continuing into related career choices. Students will develop both a critical and analytical approach to problem solving whilst gaining an understanding of personal development, health and social care sectors and services set within contemporary case studies.
- The curriculum has been designed to include contemporary issues in relation to health and social care in the UK, including dealing with issues and pressures in relation to political factors and funding, providing a clear grounding in the sectors for those learners that may choose to enter into related professions or further education and training.
- Students are provided with a recent news article each week from that week's media in order for them to be aware of what is currently happening in the world of Health and social care at the present time. This is often in the form of a Learn Now activity where students read the article and answer questions about what they have read.



Curriculum Overview

All children are entitled to a curriculum and to the powerful knowledge which will open doors and maximise their life chances. Below is a high-level overview of the critical knowledge children will learn in this subject, at each key-stage from Year 7 through to Year 11, to equip students with the cultural capital they need to succeed in life. Our powerful, knowledge-rich curriculum teaches both **substantive knowledge** (facts, knowing that something is the case; what we think about) and **procedural knowledge** (skills and processes; knowing how to do something; what we think with). There are no skills without bodies of knowledge to underpin them. The curriculum is planned vertically and horizontally giving thought to the optimum knowledge sequence for building secure schema.

		Cycle one	Cycle two	Cycle three
Year 9	New learning	Component One LAA	Component One LAB	Component One assignment practice
	Revisited learning	New subject and component therefore no revisiting of previous learning.	Review aspects of PIES development when looking at life events	Practice assessment of LAA and B
	Additional information	No official assessment in year 9	Practising skills needed for assignment when completing in year 10	Practising skills needed for assignment when completing in year 10

		Cycle one	Cycle two	Cycle three
Year 10	New learning	Main aspect from September is to review component one in preparation for the assignment starting in October. Lessons will then be on assignment completion.	Teaching of component two services and values	Complete teaching of component two – including a practice assessment
	Revisited learning	Review of component one in preparation for assessment in October	Review of categories of physical, intellectual, emotional and social development	
	Additional information	Official assessment taken in assessment window between October and December	Potential for practise of skills in creating aspects of a business plan.	Plan for Component two assessment to be completed in Year 11 Oct-Dec

		Cycle one	Cycle two	Cycle three
Year 11	New learning	Complete component three: Health and wellbeing (for exam in February)	Completing the component two LAB health and social care services and values: students complete role plays (between Feb and April)	Complete learning aim B resubmission and revision for the exam re-sit in May
	Revisited learning	Component three will review aspects of PIES development	Revision of component three ready for exam in February	Revision for examination re-sit in May.
	Additional information	Completing mock exam in November	Exam in Feb. Completing LAB component two – role plays assignment and evaluation	Completing LAB role plays and evaluation resubmission ready for May standardisation



Year 9 Long term plan

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
							Assessment	Assessment					
Cycle 1	Intro to H&S LAA Comp One Understand human growth and develop.	Infancy: birth to 2yrs Physical and intellectual develop.	Infancy: Intellectual emotional develop.	Infancy social develop. Start Early childhood 3-8yrs Physical	Early childhood Intellectual and emotional develop.	Early childhood social develop. Start Adolescence physical	Adolescence intellectual and emotional develop.	Adolescence social develop. Start early adulthood physical develop.	Early adulthood intellectual and emotional develop	Early adulthood social develop. Start middle adulthood physical develop.	Middle adult hood intellect. and emotion. develop.	Middle adult hood social develop. Start late adult hood physical develop.	Late adult hood intellect. and emotion. Develop.
							Assessment	Assessment					
Cycle 2	Late adult hood social develop. Factors affecting growth and develop intro.	Factors: Physical factors and lifestyle factors	Factors: Emotional and social factors	Factors: cultural and environment factors	Factors: Economic Review lesson of key words	Practice assessment revision and collecting of notes	Cycle assessment	Start practice assessment	Practice assessment	Practice assessment	LAB: Dealing with life events Types of life events: Health and wellbeing	LAB: Types of life events relation – ship changes	LAB: types of life events life circum - stances
									Assessment	Assessment			
Cycle 3	LAB: The characteristic that influence how individuals cope	LAB: The characteristic that influence how individuals cope	LAB: The sources of support that help individuals adapt	LAB: The sources of support that help individuals adapt	LAB: The sources of support that help individuals adapt	LAB: The types of support that help individuals adapt	LAB: The types of support that help individuals adapt	Practice assessment revision and collecting of notes	Cycle assessment	Practice assessment	Practice assessment	DIRT of practice assess – ment and resub	Resub of practice assess - ment



Year 10 Long term plan

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
							Assessment	Assessment					
Cycle 1	Review of life stages	Review of infancy, early childhood and adolescence	Review of early, middle and late adulthood	Review of types of life events and how to adapt	Review of types of support provided for life events	Lesson one an intro. Pearson Set Assess.	Pearson Set Assess.	Pearson Set Assess.	Pearson Set Assess.	Pearson Set Assess.	Comp. Two: A1 Health conditions	Resub for assess.	Comp Two: A1 Health services available Primary and secondary 3: Definition of health and wellbeing
							Assessment	Assessment					
Cycle 2	Comp Two: A1 Health services available tertiary and allied health profession 3: Physical factors affecting health and wellbeing	Comp Two: A1 Health services available multi-disciplinary team working A2: Social care services – social care 3: Physical factors affecting health and wellbeing	Comp Two: A2 social care services 3: Physical factors affecting health and wellbeing	Comp Two: A2 Additional care 3: Lifestyle factors affecting health and wellbeing	Comp Two: A3 Barriers to accessing services – physical barriers 3: Lifestyle factors affecting health and wellbeing	Comp Two: A3 barriers to people with sensory disability and barriers to people with different social and cultural background 3: Lifestyle factors affecting health and wellbeing	Comp Two: A3 barriers to people that speak English as an additional language or those who have language or speech impairments and geographical barriers 3: Lifestyle factors affecting health and wellbeing	Comp Two: A3text barriers to people with learning disabilities and financial barriers 3: Social factors affecting health and wellbeing	Revision and preparation of notes for practice assessment 3: Social factors affecting health and wellbeing	Complete practice assessment LAA Practice assessment	Complete practice assessment LAA Practice assessment	Complete practice assessment LAA Practice assessment	Comp Two LAB: B1 Skills and attributes in health and social care – skills Attributes 3: Cultural factors affecting health and wellbeing
									Assessment	Assessment			
Cycle 3	Comp Two LAB: B2 Values in health and social	DIRT of LAA and resub 3: Cultural factors	Comp Two: LAB B3 The obstacles individuals requiring	Comp Two: LAB B3: Time constraint and availability of resources	Comp Two: LAB: B3 Unachievable targets and lack of	Comp Two: LAB B4 The benefits to individuals of the skills,	Comp Two: LAB B4 The benefits to individuals of the skills,	Revision and preparation of notes for	Cycle assessment Complete practice	Complete practice assessment LAB	Complete practice assessment LAB	DIRT and resub of LAB	DIRT and resub of LAB

	care – the 6 C's 3: Cultural factors affecting health and wellbeing	affecting health and wellbeing	care may face Definition of obstacles Emotional and psychological 3: Economic factors affecting health and wellbeing	3: Environmental factors affecting health and wellbeing	support, other factors specific to the individual 3: Environmental factors affecting health and wellbeing	attributes and values in health and social care practice 3: The impact on PIES	attributes and values in health and social care practice 3: The impact on PIES	practice assessment	assessment LAB Continue with LAB assessment	Continue with LAB assessment			
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Year 11 Long term plan

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
							Assessment	Assessment					
Cycle 1	Complete Comp 1 LAB	Complete Comp 1 LAB Assessment completion	Complete Comp 1 LAB Assessment completion	Comp 3. LAA: Definition of health and genetic inheritance LAB: Health indicators	Comp 3. LAA: Ill health and diet LAB: Resting pulse rate	Comp 3: LAA: Exercise and substance use LAB: Blood pressure	Comp 3: LAA: Personal hygiene and social interactions LAB: Peak flow	Comp 3: LAA: Stress and willingness to seek help LAB: Body mass index	Comp 3: LAA: Financial resources and Environmental conditions LAB: Risk to physical health of abnormal readings	MOCKS LAA: Housing and impact of life events LAB: Interpreting lifestyle data / smoking	MOCKS	Comp 3 LAC: Recommended actions to improve health and wellbeing and difference between short and long term targets Interpreting lifestyle data on alcohol	Comp 3 LAC: Formal and informal support Interpreting lifestyle data on inactivity
							Assessment	Assessment					
Cycle 2	Comp 3: Obstacles to implementing plans: emotional and psychological Exam practice questions	Comp 3: Obstacles – time constraint and availability of resources Exam practice questions	Comp 3: Unachievable targets and unrealistic time scales Exam practice questions	Comp 3: Revision Revision	Comp 3: Revision Revision	Comp 3: Revision Revision	Cycle assessment Start delivery comp. 2 LAB Empowering and promoting independence	Comp 2 LAB: Respect for others and maintaining confidentiality How to write role plays	Comp 2: LAB Preserving dignity and safe – guarding and duty of care Practice role plays	Comp 2: Effective communication and promoting anti – discriminatory practice Practice role plays	Comp 2: Applying care values in a compassionate way Practice role plays	Comp 2: Complete assessment LAB	Comp 2: Complete assessment LAB
									Assessment	Assessment			
Cycle 3	Comp 2: Complete assessment LAB Role play completion	Comp 2: Complete assessment LAB Role play completion	Comp 2: Complete evaluation of role plays	Revision for Comp 3 resit Resub for evaluations	Revision for Comp 3 resit	Revision for Comp 3 resit	Revision for Comp 3 resit						

