



## Curriculum Mapping Document Health and Social Care



### Our whole School curriculum intent believes:

Our aim at Hadley Learning Community is to provide an excellent education for all our students; an education which brings out the best in all of them and prepares them for success in life.

Our curriculum is designed to provide children with the core knowledge they need for success in education and later life, to maximise their cognitive development, to develop the whole person and the talents of the individual and to allow all children to become active and economically self-sufficient citizens. By drawing on the best that's been thought, said and done in each subject, alongside the promotion of our local environment and community, we hope that our curriculum at Hadley Learning Community enables children to appreciate and participate in the full richness of the human experience. Subjects work together to identify knowledge, thematic and skills-based links between their disciplines and exploiting those through careful joint planning will enable students to make connections that will help them to understand the world around them and their place in it.

Within that framework, each subject must consider our core values and as a result needs to embed activities that promote our community alongside our 5 key values: Belong, respect, Inspire, Succeed and Enjoy.

### Our intention for our curriculum is:

Health and Social Care is one of the largest and fastest growing sectors of employment with 3 million people already working within that industry as our population grows and ages. Therefore, the BTEC Tech Award in Health and Social Care is offered as a vocational subject, which students can opt to take in Year 10 and follow throughout Key Stage 4. The Award comprises of 3 components. Components 1 and 2 are taught first and are designed to relate to the achievement of application of the conceptual underpinning for the exam in Component 3 through realistic tasks and activities. This style of assessment promotes deep learning through ensuring the connection between knowledge and practice.

Our world is constantly changing and as society changes, so do the people who populate it. Students will discover the importance of human life from when a person is born to when they are very old and the care values which underpin the provision Health Care Professionals give to those with whom they work to support.

The Health and Social Care department strongly believes that interactive, practical education is important so that the students can observe and take part in activities and this then facilitates the write up of their coursework as they reflect upon the scenarios in which they worked, based on the theories taught. This helps inspire our students to enjoy their learning as they can apply many of the concepts learnt within different real life experiences, cultivating an understanding of the importance of the care values when working with people from infancy through to later adulthood.

Students who follow this subject will have the opportunity to work with people in different life stages through enrichment trips where they can demonstrate the skills and knowledge learnt in the classroom. Trips are taken to the on-site nurseries and the primary school, where students will work with the younger members of our community and create a learning project which forms the basis of their coursework.

The Bridge School, also on-site, will demonstrate to students how to support children and young people with disabilities through alternative forms of communication and modified activities. The staff at the Bridge School will give our students lessons on Makaton Sign Language and the Picture Exchange Communication System in preparation for their visits.

HLC has a good link with Haybridge Hall Residential Care Home and students have the chance to look around the facilities designed to keep elderly people living as independently as possible and the care packages the Home can offer. Students meet with the residents of Haybridge and the interaction helps dispel any stereotypes around both age groups, leading to greater community cohesion.

The goal of these visits is to develop young people who are confident in interacting with a variety of people from different age groups. Students are strongly encouraged to undertake a placement within the Health and Social Care sector when completing their Work Experience in Year 10. However, students will develop transferable life skills which can be used successfully in any job sector. By the end of Year 11, students will be able to make more informed choices for further learning either generally or in this sector.

#### **Linking our curriculum intention to our local community:**

The curriculum, through enrichment during the school day and within enrichment opportunities, will maximise the use of onsite facilities and facilities in the local area.

Within the area we will link our curriculum to the following:

- ABC Nursery
- HLC Nursery
- HLC Primary
- The Bridge School
- Haybridge Hall - supported housing for older people
- Telford College – Health and Social Care and Child Development in Further Education
- Stafford College – Health and Social Care and Child Development in Further Education
- NHS - Health and Social Care and Child Development in Further Education

### **Year 10 Curriculum implementation**

The year will begin with a series of teambuilding activities, after all, today's world does not bring about success if you are unable to work as part of a team. It develops effective communication skills and promotes emotional intelligence within the group as students will need to work with a range of people who are not necessarily their friends.

Students are introduced to expectations and concepts of the Health and Social Care course. Having sound knowledge, skills and practices are essential to developing a basis for progression and students need to demonstrate understanding of the concepts to achieve the qualification. The Year 10 students are expected to complete written assignments using learning criteria set by BTEC for components 1a, 1b and 2a.

The impetus for doing Component 1a first, is because students will be supplied with a synoptic guide to the key words and concepts used throughout the remaining components.

- Lifespan – infancy, childhood, adolescence and early, middle and later adulthood.
- Development – physical, intellectual, emotional and social
- Care Values - communication, empathy, empowerment, respect, dignity, safeguarding, confidentiality, person centred and anti-discriminatory practice

Students will complete the baby egg project where they will be introduced to the different aspects of growth and development in infancy and childhood and later in the term, adolescence and adulthood. Students will choose a family member, who they can research in more detail and complete an assessed task at each life stage, considering the factors that have affected the person's development over the course of their life.

Following on from this work, students will look at the different health and social care services within Telford and the West Midlands, as well as the potential barriers to accessing those services as part of Component 2a. This unit of work is done next because it draws heavily on the knowledge acquired from Component 1a and support the case study work needed for Component 2a. Additionally, this component is careers focussed as it gives students a deeper understanding of primary, secondary and tertiary health services, different social services and the role of the allied health professionals who work alongside them.

In the final term of Year 10, students will be able to draw on their learning in the previous components, of the key concepts of life stages, care values and the 'PIES' classifications to consider how different life events can impact on a person's health and wellbeing. They will choose two adults to interview about a topic of their choice and compare how that life event affected their PIES, both in the short term and long term and the sources of support they accessed to cope with the life event.

TERM	1	2	3	4	5	6
Year 10 Knowledge	<p><b>Component 1a - Lifespan Development</b></p> <p>The aim of this topic is to be looking at human growth and development across life stages and the factors that affect it. During this term, students will gain knowledge of the 6 life stages, from infancy to later adulthood and the growth and development that happens within each of the life stages, including developmental norms and milestones.</p> <p>The practical activities will include the baby egg project during which students will have to 'care' for an egg over the course of one week and report on how they promoted growth and development using the physical, intellectual, emotional and social (PIES) classification. Further practical tasks will include carrying out an assessment of two local parks and how they promote gross motor skill, as well as preparing a healthy and nutritious meal for a fussy eater.</p> <p>Later in the term, students will look more closely at adolescence and adults before completing an assessment set by BTEC.</p> <p>In order to assess students' understanding of this topic, they will apply knowledge of three life stages to produce a comprehensive anthological study of a chosen case study and describing their growth and development</p>		<p><b>Component 2a - Health and social care services and barriers</b></p> <p>In this term, students will gain an overview of the structure and delivery of the Health and Social Care services in the UK and investigate the range of services and organisations available locally and why and when service user may need to access them.</p> <p>Students will also look at what might prevent people from being able to use the services and how the different types of barriers could be overcome if the right support was to be put in place.</p> <p>Students will be given a case study as part of their assessed task. Drawing on the work learnt in Component 1 Lifespan Development, they will need to analyse to what extent services will best meet their needs referring to the PIES classification and making justified and realistic suggestions for how barriers for one service can be overcome.</p> <p>A further challenge will be to analyse the extent to which health and social care services meet the needs of individuals in a given scenario, explaining how barriers for one service can be overcome. Going on to assess the suitability of health and social care services for individuals in a given scenario.</p>		<p><b>Component 1b - Life Events</b></p> <p>Students will explore the different events that can impact on people's physical, intellectual, emotional and social development (PIES Classification).</p> <p>Students gain knowledge about unexpected physical events, such as an accident/injury and ill health; Relationship changes, including entering into relationships, marriage, divorce and parenthood, bereavement; Life circumstances such as moving house, school or job, exclusion from education, redundancy, imprisonment and retirement.</p> <p>As part of the written assessment set by BTEC, students will interview 2 people of their choice on one life event that both have experienced and consider the impact that event has had on their life and how they adapted to the change in circumstances using support.</p>	

<b>Enrichment Cultural Capital</b>	Reading with children at ABC and HLC nurseries and work with the HLC Primary School		Visit to Haybridge Hall and the Bridge School to look at the services available

### Year 11 Curriculum implementation

There is one external assessment, Component 3, which provides the main synoptic assessment for the qualification. Component 3 builds directly on Components 1 and 2 and enables learning to be brought together and related to a real-life situation, which enables an assessment of knowledge and understanding at the end of the learning period. The exam is based on a key task that requires students to demonstrate that they can identify and use effectively an appropriate selection of skills, techniques, concepts, theories and knowledge from across the whole qualification in an integrated way. The exam takes place in early February.

The work required for Component 3 requires students to assess an individual's health and wellbeing the factors that affect it, as well as interpreting health indicators and data. Following this, students will design a person centred health and wellbeing improvement plan and consider the potential barriers that need to be overcome.

Students 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. Being healthy can mean different things to different people: you might think 'healthy' is not having to visit the doctor but an older person might consider it being mobile and able to get out and about, being happy and having friends. In Unit 3, we look at the factors that can have a positive or negative influence on a person's health and wellbeing. We will learn to interpret physiological and lifestyle indicators and what they mean for someone's state of health. We will learn how to use this information to design an appropriate plan for improving someone's health and wellbeing, including short- and long-term targets. Additionally, we will explore the difficulties an individual may face when trying to make these changes.

After the exam, students will look then look closely at the care values required in Health and Social Care Services as part of Component 2. They will need to be able to understand what they are and evaluate their importance, for service users and health care professionals. An observed and recorded role play will help demonstrate the skills learnt in a scenario, whereby students will act as a midwife to assist a new parent and their baby. A second task to support their learning, will involve creating an Easter activity to carry out with service users in childhood. Students will need a series of lessons prior to the activity, to build relationships and confidence with a group of primary school students with whom they will use the experience to write an assessed piece, reviewing their practice on the care values used.

There is a resit opportunity in May for a second chance at the external assessment should it be needed.

TERM	1	2	3	4	5	6
Year 11 Knowledge	<p><b>Component 3 - Factors affecting Health and Wellbeing</b></p> <p>Students will re-examine the factors that can affect an individual's health and wellbeing positively or negatively using the PIES classification from Component 1.</p> <p>Students will interpret indicators that can be used to measure physiological health, interpret data and interpret lifestyle data in relation to risks posed to physical health.</p> <p><b>Person-centred health and wellbeing improvement plans and the obstacles to implementing plans</b></p> <p>Students will explore the features of health and wellbeing improvement plans. It links to, and consolidates, knowledge and understanding from Component 2b, in particular the care values in terms of the need for a person-centred approach taking into account an individual's needs, wishes and circumstances.</p> <p>Students will explore the obstacles that individuals can face when implementing these plans and how they may be mitigated.</p> <p>Students will do a series of mock exams provided by BTEC, prior to the external assessment.</p>	<p><b>Component 2b - Care values</b></p> <p>The aim of this topic is for students to explore and practice applying the different care values that are key to the delivery of effective health and social care services. They will demonstrate their use, firstly through a role play and then in a mini work experience at HLC primary school, to empower and promote independence by involving individuals in making choices, for example; about the treatments they receive or about how care is delivered.</p> <p>Students must show respect for the service user's needs, beliefs and identity, maintain confidentiality, preserve dignity through effective communication that displays empathy and warmth. Students must also demonstrate their understanding of safeguarding and duty of care, keeping individuals safe from physical harm, and promote anti-discriminatory practice by being aware of types of unfair discrimination and avoiding discriminatory behaviour.</p> <p>Following the role play and work experience, students will write an assessed reflection, set by BTEC, on their application of the care values and make suggestions for improvement based on their own opinions and feedback from others in the group.</p>			<p><b>Revisit Component 3 in Preparation for Resits</b></p>	

	Personalised learning will then be provided on question lead analysis of the mock exams.			
<b>Enrichment Cultural Capital</b>	Revision and intervention sessions after school.	Visits/virtual presentations to/from TCAT College, Stafford College and the NHS to consider further education in Health and Social Care and Child Development. Use of health indicator apparatus in practical activities. Visit to the Bridge School Makaton sign language lesson Work in the Primary	Revision and intervention sessions after school.	

**Impact of our curriculum:**

To give all students a sound understanding of the skills required to work in the Health and Social Care sector and demonstrate the care values through regular role-play, collaboration and regular formative assessment and to develop their confidence when interacting with a variety of people from different age groups and abilities.

Students are strongly encouraged to undertake a placement within the Health and Social Care sector when completing their Work Experience in Year 10. However, students will develop transferable life skills which can be used successfully in any job sector. By the end of Year 11, students will be able to make more informed choices for further learning either generally or in this sector.

## Wider Curriculum Offer

The following sections clarify how areas such as Personal development, Careers and Cultural Capital are woven into the intention, implementation and impact of the subject curriculum

<b>Personal Development within our curriculum</b>	
Personal Development	<p>Fundamental British Values of <b>democracy</b>, the <b>rule of law</b>, <b>individual liberty</b> and <b>mutual respect and tolerance</b> for others permeate the Health and Social Care Curriculum. Students learn the importance of upholding the care values such as compassion, integrity and justice and they are considered in relation to the service users and health care providers. Students learn about the importance of upholding service users' rights and how these are protected by legislation such as the Equality Act.</p> <p>The skills, values and attitudes taught in Health and Social care do not solely apply to this subject; they permeate all areas of society; within the home, within our school and local community and other job sectors. Therefore, the fundamental underpinning of British Values aims to develop well rounded, thoughtful and caring citizens and critical thinkers.</p>
SMSC	<p>Health and Social Care develops a sense of awe and wonder across the life stages and raises <b>spiritual</b> questions about the meaning of life and the nature of humanity.</p> <p>Health and Social Care involves pupils recognising, contemplating and understanding <b>moral</b> dilemmas and how our values, attitudes and beliefs about what is right or wrong can impact on the health and social care sector, especially when considering issues around duty of care, confidentiality and safeguarding.</p> <p>Health and Social Care involves students developing their <b>social</b> skills with the many people they work with. It involves them understanding the impact of social, emotional and cultural factors on health and wellbeing and how society influences people's lives in many ways.</p> <p>Health and Social Care involves pupils considering the different values, attitudes and roles that exist in different <b>cultures</b> and communities. Students learn how to promote anti-discriminatory behaviours through tolerance and respect for other.</p>
Extra-Curricular & Enrichment	<p>Outside of the classroom, Health and Social Care will strive to give students the opportunity to see real work places and to have the chance to do a mini-work experiences which form the basis of their coursework.</p> <p>The department supports literacy across the curriculum by displaying a 'Book of the Month', an overview of the content and the Health and Social Care key words to look out for.</p>

### Careers/Work Experience

Careers	About 3 million people work in health or social care. Health care roles include doctors, pharmacists, nurses, midwives and health care assistants, while social care roles include care assistants, occupational therapists, counsellors and administrative roles. Together they account for nearly one in ten of all paid jobs in the UK. Demand for both health and social care is likely to rise so they will continue to play a key role in UK society, and the demand for people to fill these vital jobs will increase. Therefore, all students on this course are actively encouraged to choose a Health and Social Care related placement where possible.
Work Experience Offer & Staff Work Experience	<p>Within Hadley Learning Community, we offer opportunities for PGCE and PCET students to complete their initial teacher training placement. Additionally, the department works closely with Telford College, to allow their sixth form students who are studying health and social care, child development, psychology and sociology courses to undertake a one week placement.</p> <p>Being part of a Multi Academy Trust, all staff have the opportunities to attend CPD and work collaboratively with other schools within the MAT. Staff have the opportunities to liaise with our local businesses and our business link partner to bring back those real life examples of Health and Social Care to the classroom.</p>

### Cultural Capital

Ofsted Definition	<p><i>It is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.</i></p> <p>The Health and Social Care department believes that cultural capital is about giving students the best possible start to their education in a subject in which they have little or no prior learning to create future success and enhances the aspirations of our students, particularly the most disadvantaged.</p> <p>Students will learn about the achievements of prominent and influential people in this field such as, Bandura, Bevan, Beveridge, Curie, Cavell, Doll, Fleming, Maslow, Nightingale, Seacole, Schaffer and Emerson. Their accomplishments form a display in the Health and Social Care room.</p>
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