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**Ethos College**

# **Curriculum Planning**

## **Health and Social Care**

## Curriculum intent statement: Health and Social Care

### **Intent:**

The aim of the Health and Social Care curriculum is to equip pupils with sound specialist knowledge and skills for everyday use and of how to meet the needs of individuals across a range of health, social care and early years settings. The curriculum develops an understanding of the skills and qualities required to influence care and empowers pupils through encouraging independence and creativity; providing tasks that engage with the most taxing aspects of the National Curriculum (including Values of Care and the current legislation requirements) and the importance of softer skills such as communication to ensure individuals right to independence and dignity. As a Key Stage 4 subject, we deliver the OCR Cambridge National in Health and Social Care. The qualification design, including the range of units available, allows learners the freedom to explore more deeply the things that interest them, as well as providing good opportunities to enhance their learning in a range of curriculum areas. They will learn transferable skills that can be used in everyday life, enabling pupils to

relate to others and appreciate the impact that it will have on making connections with individuals. Lessons provide pupils with a range of stimulating activities that challenge and let them show their depth and breadth of knowledge. Lessons are built on prior learning to ensure that pupils are challenged and supported. The curriculum is adapted to meet the complex learning needs and styles of all our pupils and ensure we work towards targets in My Support Plans, EHCP's and the Boxall profile. Targeted questioning is used to enable pupils to reflect on the importance of being able to apply the theories covered to a vocational context. The use of challenging tasks are designed to encourage pupils to be aspirational in their outcomes. We encourage multiple approaches to learning, such as practical opportunities and real-life scenarios, which will support pupils to develop their applied knowledge and practical skills. Assessment plays a crucial role in supporting pupils with their learning, enabling them to identify areas of weakness, gaps in knowledge and providing them with the tools to be reflective practitioners and be

proactive in informing their next steps. Progress checks are regularly carried out using materials that are reflective of exam style questions and consequently help to establish overall level of understanding across the four learning outcomes and embed learning into the long term memory. Summative assessments take place at the end of each unit of work allowing pupils to consolidate their understanding across a range of topics.

### **Impact:**

Pupils who study Health and Social Care will build confidence by achieving their potential academically, in life and the employment market. They will be accomplished in their ability/aptitude to demonstrate tolerance, respect, dignity, effective communication skills and application of anti-discriminatory practice. Pupils will leave Ethos College having achieved academic success by achieving their target grades. Pupils will have made significant SEMH progress and developed positive character traits that equip them with the life skills that will be needed in the future.

## Subject: Health and Social Care Level 1/ 2 Award OCR

### Assessment BTEC Tech Award

Component 1: RO21 – Essential values of care for use with individuals in care settings (externally assessed examination 40%)

Component 2: RO22 – Communicating and working with individuals in health, social care and early years settings (Internally assessed coursework = 20%)

Component 3: RO26 – Planning for employment in health, social care and children and young people's workforce (Internally assessed coursework = 20%)

Component 4 – RO27 – Creative activities to support individuals in health, social care and early years settings (Internally assessed coursework = 20%)

### Enrichment Opportunities

Students have the opportunity take part work placements if it is seen as a positive step for their personal development and Health and Social Care students are encouraged to apply for a role in this sector. This will contribute to their experience of applying the care values and reflective practice in preparation for their coursework tasks. Students are given the opportunity to participate in other form of office site learning, considering both trips and inhouse workshops/professional speakers related to a variety of health and social care career paths and we work closely with local universities and NHS community development team to raise learners aspirations.

### Cross Curricular Links

Students can draw upon knowledge and skills from other key stage 3/4 subjects and use those skill sets within this course to support progress. There is some content and skills overlap with Science, Physical Education and Personal Development. These are planned cohesively with other departments so that commonalities are planned for and capitalised upon.

# Year 1

Time	Key Subject Content	Sequencing	Rationale	Careers, Industry Links and Cultural Capital	Reading	SEMH
Half Term 1: Sep – Oct	<b>Component 1:</b> RO21 – Essential values of care for use with individuals in care settings	<b>LO 1 – Understand how to support individuals and maintain their rights</b> LO2 – Understand the importance of the values of care and how they are applied LO3 – Understand how legislation impacts on care settings LO4 – Understand how personal hygiene, safety and security measures protect individuals  <b>Externally assessed exam</b>	The course content is designed for students to understand the underpinning theories and legislation needed when supporting individuals in care settings.	Students will have the chance to look at different job roles within health, social care and early years which they wouldn't necessarily associate with these sectors.	Students will be given exam style questions regularly to ensure they are prepared for the type of questions may come up in their exams. They will understand the terms explain, describe, compare, state	Strand A – listens with interest when the adult explains something to the group

<p>Half Term 2: Oct – Dec</p>	<p>RO22 – Communicating and working with individuals in health, social care and early years settings</p>	<p><b>LO1 – Understand how to communicate effectively</b>  LO2 – Understand the personal qualities that contribute to effective care  LO3– Be able to communicate effectively within a health, social care and early years setting</p> <p><b>Internally assessed coursework</b></p>	<p>Building upon the content cover in Autumn half term one we start to consider the personal qualities that are needed to be a successful practitioner within a care setting. We will look at different barriers and how we can overcome those barriers within different settings.</p> <p>Offsite visit to a care setting where professionals overcome barriers daily</p>	<p>Students will be part of an offsite trip where they will visit a day care centre for adults and young people with learning difficulties and physical disabilities. Student will have the chance to speak with the different professional s that work there and understand how they assess needs and barriers.</p>	<p>Students will be expected to read case studies and highlight key information</p> <p>Students will be introduced to key terms at the beginning of each learning objective to ensure understanding.</p> <p>Students will need to plan a script for their final task.</p>	<p>Strand A – Takes part in adult led group activities</p> <p>Makes appropriate and purposeful use of materials provided without the need for continuing direct support</p> <p>Strand B – Shows awareness of happenings in the natural world, is interested, curious and genuinely seeks explanations</p>
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<p>Half Term 3: Jan – Feb</p>	<p><b>Component 3:</b> RO26 - Planning for employment in health, social care and children and young people's workforce</p>	<p><b>LO1 – Know about careers in health, social care or the children and young people's workforce.</b></p> <p>LO2 – Understand the nature of working in health, social care or the children and young people's workforce</p> <p>LO3 – Be able to plan for careers in health, social care or the children and young people's workforce</p>	<p>The last two components in this course have been chosen by the students. Most of the students studying this course are wanting to go down a health and social care route when leaving for post 16. They have suggested that this will help them to understand what is needed for the job roles they are interested in.</p> <p>Visitors in who are a part of health, social care or the children and young people's workforce</p> <p>This component will be taught across half term 3 and half term 4</p>	<p>Students will have access to case studies from professionals who are currently working with the health, social, early years and young peoples workforce.</p> <p>Students may also have the chance for visitors to come onsite to share their own experiences within a certain job role.</p> <p>This component will be taught across half</p>	<p>Students will be asked to create their own job description, to support this task, they will be asked to use the internet to find relevant information in relation to their chosen job.</p> <p>Students will be introduced to new key terms.</p>	<p>Strand A – Listens with interest when the adult explains something to the group</p> <p>Strand B - Shows awareness of happenings in the natural world, is interested, curious and genuinely seeks explanations</p>
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				term 3 and half term 4		
Half Term 4: Feb – April	<b>Component 3:</b> : RO26 – Planning for employment in health, social care and children and young people’s workforce	<b>LO1 – Know about careers in health, social care or the children and young people’s workforce.</b>  LO2 – Understand the nature of working in health, social care or the children and young people’s workforce  LO3 – Be able to plan for careers in health, social care or the children and young people’s workforce	<b>Component 3 -</b> The last two components in this course have been chosen by the students. Most of the students studying this course are wanting to go down a health and social care route when leaving for post 16. They have suggested that this will help them to understand what is needed for the job roles they are interested in.  Visitors in who are a part of health, social care or the children and young people’s workforce  This component will be taught across half term 3 and half term 4	Students will have access to case studies from professionals who are currently working with the health, social, early years and young peoples workforce.  Students may also have the chance for visitors to come onsite to share their own experiences within a certain job role.  This component	Students will be asked to create their own job description, to support this task, they will be asked to use the internet to find relevant information in relation to their chosen job.  Students will be introduced to new key terms	Strand A – Listens with interest when the adult explains something to the group  Strand B - Shows awareness of happenings in the natural world, is interested, curious and genuinely seeks explanations

**Component 4:**  
Creative activities to support individuals in health, social care and early years settings

LO1 – Understand the different types of creative activities in health, social care and early years settings

LO2 – Understand the benefits of participating in creative activities

LO3 – Be able to carry out activities in a health, social care and early years setting

**Component 4 –** This component will focus on bringing in all of the knowledge and skills that the students have developed over the year. We will use all these skills to develop an effective activity and to also lead the activity within a setting.

Students will have the chance to visit settings offsite to decide where they would prefer to lead their activity

This component will be taught over Half term 4 and 5

will be taught across half term 3 and half term 4



<p>Half Term 5: April – May</p>	<p><b>Component 4:</b> Creative activities to support individuals in health, social care and early years settings</p>	<p>LO1 – Understand the different types of creative activities in health, social care and early years settings</p> <p>LO2 – Understand the benefits of participating in creative activities</p> <p>LO3 – Be able to carry out activities in a health, social care and early years setting</p>	<p><b>Component 4 –</b> This component will focus on bringing in all of the knowledge and skills that the students have developed over the year. We will use all these skills to develop an effective activity and to also lead the activity within a setting.</p> <p>Students will have the chance to visit settings offsite to decide where they would prefer to lead their activity</p> <p>This component will be taught over Half term 4 and 5</p>			
<p>Half Term 6: June – July</p>		<p><b>Standards verification for coursework for components 2, 3 and 4</b></p> <p>Component 1 (external exam)</p>	<p>Time allowed for any necessary catch up, and second edit for coursework submissions.</p>			