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Ethos College

Curriculum Planning

Public Services

Curriculum intent statement: Public Services

Intent:

The intent of our Public Services curriculum is to engage students in activities that develop their understanding of the role and work of public services in Britain. As pupils move through the curriculum they will develop their knowledge of the health and fitness requirements for different public services roles and the different working skills that are needed in a wide range of public service jobs. Equipping our young people at Ethos with this knowledge will mean that they are well informed about the different job opportunities that are available to them in the public sector. Pupils leave Ethos College with a public services qualification which reflects the best of their ability.

Implementation:

The curriculum is designed to build and expand on previous skills and understanding over a 1 year period whilst also planning explicit opportunities for repetition to embed subject knowledge. In Public Services we use a range of formative and summative assessment procedures to assess progress and attainment, including marking, self/peer assessment, targeted questioning, public services coursework as well as informal and formal examinations to assess understanding and inform teaching. At Ethos College we recognise the importance of meeting individual needs and use 1-page profiles to inform how the curriculum should be taught so that all pupils can make progress and achieve.

Impact:

The vast majority of pupils meet, or exceed, their expected progress in Public Services and leave with a formally recognised public services qualification. As well as making academic progress students will make exceptional SEMH progress, develop positive character traits and achieve targets set out in their My Support Plans and Educational Health Care Plans. Alongside this, life-skills and opportunities to develop cultural capital are embedded in the public services curriculum and support pupils to make an effective transition to post-16 provision and succeed in modern Britain.

1 Year Plan

Half Term	Key Subject Content	Sequencing	Rationale	Careers, Industry Links and Cultural Capital	Reading	SEMH
Half Term 1: Sep – Oct	<p>Unit 5 Diet and nutrition for a healthy and fit lifestyle.</p> <p>Lifestyle factors that affect health and fitness</p> <p>Time in lessons to complete coursework</p>	<p>Nutrients and the importance of a healthy balanced diet</p> <p>Differences in diet from an active person to an inactive person.</p> <p>Impact of a good and bad diet on personal health.</p> <p>Impact of lifestyle factors on health and fitness</p> <p>Working on Unit 5 Assignment A</p>	<p>Students generally find this assignment easy to understand as students often have prior knowledge of balanced diets, healthy eating and lifestyle choices from learning done at KS3/KS4.</p> <p>Teaching this unit first helps to develop and build student confidence.</p>	<p>Students have the opportunity to learn about a range of different public service roles throughout the delivery of this qualification including; Emergency Services, Armed Services, Local Authority related Jobs, Central Government related jobs and voluntary sector roles.</p>	<p>Students will have a range of opportunities to experience reading in Public Services. Tier 2 and Tier 3 words are accessible to students in their folders to support them to access the qualification.</p> <p>Students will be introduced to exam style questions to develop build</p>	<p>Boxall Strand B – Participates Constructively – Opportunities to work with other students through practical sessions and students encouraged to manage own equipment in lessons.</p> <p>Boxall Strand A – Gives Purposeful Attention – Regular praise given to students in lessons. Seating plans</p>

					<p>their confidence and understanding.</p> <p>Students will read a number of case studies relevant to the unit</p> <p>Fruyer Model will be used to understand key words where applicable.</p>	<p>considered to support students to access the lesson</p>
<p>Half Term 2: Oct – Dec</p>	<p>Unit 1 Grouping and purpose of the public services.</p> <p>The work and responsibilities of the public services</p> <p>The need for the public</p>	<p>Different public service jobs and how they fall into different groups including; Emergency services, Armed Services, Local Authorities, Central Government and Voluntary Sector.</p> <p>Government Departments, Statutory and non-</p>	<p>In January students will have the opportunity to sit the exam for unit 1 which is why this unit is being taught now. By giving a full term of teaching to this unit, students will have the time to learn their knowledge required to succeed in their exam. Each topic links to the next topic that is being taught which allows for</p>	<p>Students have the opportunity to learn about a range of different public service roles throughout the delivery of this qualification including; Emergency Services, Armed Services, Local Authority related Jobs, Central</p>	<p>Students will have a range of opportunities to experience reading in Public Services. Tier 2 and Tier 3 words are accessible to students in their folders to support them</p>	<p>Boxall Strand B – Participates Constructively – Opportunities to work with other students through practical sessions and students encouraged to manage own equipment in lessons.</p>

	<p>services to work together</p> <p>How public services are delivered</p> <p>How public services are funded</p> <p>Impact of funding on service delivery</p> <p>Accountability in public service delivery</p>	<p>statutory duties of public services.</p> <p>How public services work together and what information they share. Positive & Negatives of public services working together. How public services spend money efficiently.</p> <p>Partnership delivery Models and the advantages and disadvantages that these have.</p> <p>Looking at different taxes and the use of direct chargers to raise funds for different public services.</p> <p>How funding determines the quality of the services that can be offered</p>	<p>learning to be built on and developed further while ensuring that key concepts are embedded and learnt.</p>	<p>Government related jobs and voluntary sector roles.</p>	<p>to access the qualification.</p> <p>Students will be introduced to exam style questions to develop build their confidence and understanding.</p> <p>Students will read a number of case studies relevant to the unit Frayer Model will be used to understand key words where applicable.</p>	<p>Boxall Strand A – Gives Purposeful Attention – Regular praise given to students in lessons. Seating plans considered to support students to access the lesson</p>
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		Who public services are accountable to and the role of regulators holding public services to account.				
Half Term 3: Jan – Feb	Unit 5 Public service job requirements for health and/or fitness Fitness tests	Why some public service jobs need health and fitness requirements. Reasons for public services having different health & fitness requirements. Time to complete Unit 5 Assignment B. Protocols of different fitness tests Opportunity to participate in different fitness tests Time to Complete Unit 5 Assignment C	Once students have sat their exam for unit 1 in early January, they will go back to finishing unit 5 off. As students have begun to work on this unit it makes sense to continue to work on it and get it finished before moving onto different topics in the next term. By making sure a full unit is complete, the school will ensure that it is meeting the requirements set out by the exam board to have one full unit complete ready for moderation.	Students have the opportunity to learn about a range of different public service roles throughout the delivery of this qualification including; Emergency Services, Armed Services, Local Authority related Jobs, Central Government related jobs and voluntary sector roles. Students will have the opportunity to learn about wide variety of fitness tests that are required for some public services jobs.	Students will have a range of opportunities to experience reading in Public Services. Tier 2 and Tier 3 words are accessible to students in their folders to support them to access the qualification. Students will be introduced to exam style questions to develop build their confidence and understanding.	Boxall Strand B – Participates Constructively – Opportunities to work with other students through practical sessions and students encouraged to manage own equipment in lessons. Boxall Strand A – Gives Purposeful Attention – Regular praise given to students in lessons. Seating plans considered to support students to access the lesson

					<p>Students will read a number of case studies relevant to the unit</p> <p>Fruyer Model will be used to understand key words where applicable.</p>	
Half Term 4: Feb – April	<p>Unit 2</p> <p>Meeting the needs of public services customers</p> <p>Working skills within public service sector groups</p> <p>Using team and working skills in the public service sector</p>	<p>Understanding the different customers in the public services</p> <p>Adapting working skills to meet the needs of customers</p> <p>Understanding the importance of working skills in the public services</p> <p>Applying teamwork skills to different scenarios</p>	<p>Students will look at the working skills needed to succeed in the public service sector and be given the opportunity to apply these to different scenarios. Students will have been at Ethos for at least 5 months which will mean that strong relationships have been made between staff and students and will lead to the scenarios, which include role play being more successful.</p>	<p>Students have the opportunity to learn about a range of different public service roles throughout the delivery of this qualification including; Emergency Services, Armed Services, Local Authority related Jobs, Central Government related jobs and voluntary sector roles.</p>		

	<p>Reviewing performance of application of working skills through teamwork</p> <p>Time in lessons to complete Unit 2 Assignments A & B</p>	<p>Identifying own strengths and weakness in responding to different scenarios.</p>		<p>Students will learn about the use of working skills to meet the job requirements for different public service roles.</p>		
<p>Half Term 5: April – May</p>	<p>Unit 3</p> <p>The work undertaken by the public services</p> <p>Public service job opportunities</p> <p>Know the conditions of service in different public services</p>	<p>Understanding the day to day work of public services.</p> <p>Understanding the range of different public services jobs including senior positions.</p> <p>Understanding of conditions of service such as salary, sick pay, holidays and pensions.</p> <p>Understanding of the selection processes including job</p>	<p>Students will study unit 3 last which covers job opportunities and the application process in public services. Students will have a strong knowledge about the different public service jobs which will help with them to explore this unit confidently.</p> <p>In addition to this students in year 11 will have had the opportunity to look at CV's and applying for jobs in their personal development lesson. This knowledge</p>	<p>Students have the opportunity to learn about a range of different public service roles throughout the delivery of this qualification including; Emergency Services, Armed Services, Local Authority related Jobs, Central Government related jobs and voluntary sector roles.</p>	<p>Students will have a range of opportunities to experience reading in Public Services. Tier 2 and Tier 3 words are accessible to students in their folders to support them to access the qualification.</p> <p>Students will be introduced</p>	

	<p>Application and selection processes of the public services for employment</p> <p>Job-searching techniques</p> <p>CVs and application forms</p> <p>Time to complete coursework unit 3 assignment A&B.</p>	<p>applications, interviews, fitness tests and entry requirements.</p> <p>Understanding of how to search for different public service jobs</p> <p>Understanding of how to complete CV's and application forms.</p>	<p>will be transferable to this unit.</p>	<p>Students will learn about the application process for a range of different job applications.</p>	<p>to exam style questions to develop build their confidence and understanding.</p> <p>Students will read a number of case studies relevant to the unit</p> <p>Fruyer Model will be used to understand key words where applicable.</p>	
<p>Half Term 6: June – July</p>						

