

Health and Social Care

Program of Study: Key stage 4 to Key stage 5

Statement of Intent

The Health and Social Care department strives to follow an engaging and relevant curriculum that allows students to thrive in their chosen careers as our curriculum offers a practical element in both key stage 4 and key stage 5 with the learners in key stage 5 going out on work placement for 75 hours.

The following are key elements of the Health and Social Care curriculum:

- A curriculum that provides learners with essential knowledge and transferable skills and tools to improve their learning in other subjects with the aim of enhancing their employability when they leave education, contributing to their personal development and future economic well-being.
- A curriculum that will equip learners with sound specialist knowledge and skills for everyday use.
- The curriculum will also challenge all learners by introducing learners to demanding materials and skills; encouraging independence
 and creativity; providing tasks that engage with aspects of the National Curriculum including values of care and current
 legislation requirements as well as communication skills to ensure individuals' right to dignity and independence.
- At Key stage 4 the curriculum has a range of units available that will allow learners a good opportunity to enhance their learning in a range of curriculum areas.
- The new specification at KS4 encourages students to understand and apply the fundamental principles and concepts of the rights of individuals, person-centred values, effective communication and how to protect individuals in health and social care settings.
- The new curriculum will develop learning and practical skills that can be applied to real-life contexts and work situations as well as encouraging the students to think creatively, innovatively, analytically, logically and critically
- At key stage 5 the Technical Level 3 Certificate in Health and Social Care enables learners to access higher education and support their progression into the workplace.

• A curriculum that allows students to develop a sense of belonging as well as understanding of fundamental British Values.

Key Concepts

Research	Evidence	Practical	Analysis
All students are required to complete	All students are required to provide	All students are required to complete a	Some units require the students to analyse
relevant research both in terms of	evidence of the research they have	practical element of the course which	their work at Key stage 4.
primary and secondary sources in order	completed. They are also required to	demonstrates their knowledge and	At key stage 5 to achieve the A and A*
to gain a thorough knowledge and	link their work to other units of the	understanding of the previously taught aspects	grades the students have to analyse the
understanding in order to apply to	curriculum as synoptic evidence.	of the units.	question and come up with their opinions and
their coursework unit and be			justify them.
successful.	At key stage 5 the learners complete a		
	synoptic assessment that covers all		
The research the learners complete	previously taught aspects of the		
will be independent and relevant to the	course.		
unit of work that needs to be			
completed, and the importance of			
looking at different sources is			
emphasised throughout.			

Key Themes

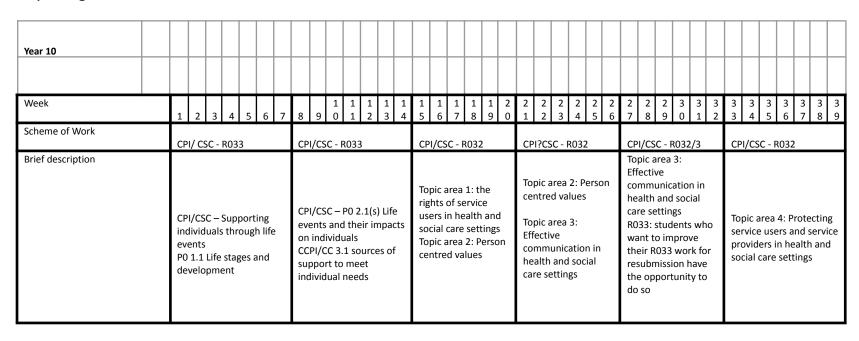
Key stage 4 New specification 2022

Performance objective 1	Performance objective 2	Performance objective 3	Performance objective 4
Recall knowledge and show understanding	Apply knowledge and understanding	Analyse and evaluate knowledge, understanding and performance	Demonstrate and apply skills and processes relevant to the subject area

Key stage 5 and current year 11

Physical development	Intellectual development	Language development	Emotional development	Social development
Students explore how physical development can be affected and often enhanced through knowledge and understanding of a person's development. Students also examine care values and how understanding those care values can enhance a person's physical development.	Students explore how intellectual development can be affected and often enhanced through knowledge and understanding of a person's holistic development. When looking at care values students make links on how these can affect a person's intellectual development if those needs are not met.	Students explore language development and how certain activities can enhance communication. Students also examine the importance of communication, specifically how to do this effectively and with respect. This is part of one of the units at both key stage 4 and key stage 5 and therefore the understanding and analysis of its importance is further developed. This also links to care values and how language and communication is important for holistic development.	Students consider how an individual's emotional development is affected and impacted, whilst also examining how it can be enhanced through the understanding of the different units of the courses.	Students evaluate and analyse how social development can be affected and often enhanced through the learner's knowledge and understanding of a person's holistic development. Care values is a specific area that is considered and how the understanding of those care values can enhance an individual's social development.

<u>Key Stage 4</u>



Key Concepts						
Key Themes						
Assessment method	Coursework	Coursework	Tests after each P0 Formative written	Tests after each P0 Formative written	Tests after each P0 Formative written	
When is the assessment	Due 12/10/23	Due 13/12/23	After the teaching of the Learning objective	After the teaching of the Learning objective	After the teaching of the Learning objective The students will be working on improvements to work that has been marked for resubmission 15/05/24	After the teaching of the Learning objective

Year 11																																										_
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Scheme of Work Brief description	С	SC -	R03	34/F	R033				CS	C - R	034	I/R0	33			(CSC	- RC)32				-	SC -		32 a 3:				CSC	: - R	032	!									
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Key Concepts																																										

Key Themes					
Assessment method	Formative written Coursework and practical	Formative written Coursework and practical	Formative written	Formative written	Formative written exam questions
When is the assessment	After the teaching of the Learning objective	After the teaching of the Learning objective	Exam style questions after the teaching of the Learning objective	Exam style questions after the teaching of the Learning objective	Exam style questions after the teaching of the Learning objective

<u>Key Stage 5</u>

<u>YEAR: 12</u>

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Year 12 Multiple Teachers																																							
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Brief description		health LO1: L safegu Under safegu relatic policie LO3: L factor contri indivie vulner abuse LO4: E sympt and b may c LO5: L lines o relatic	an and solution an	g LO2: how to how how how how how how how how how ho	on als in on, dures e	and sor L06: Ev and res the hea care pr relation individu CM7: S persper and Sor L01: Ur sociolo	ociologic ctives in cial Care nderstand	e roles ties of cocial r in guarding Health	persper LO2: U social trend illness popular CM5: prever control types organicause LO2: U featur borne LO3: U	Infection ntion and of in HSC Inderstate of biologisms that disease Inderstates of ver disease Inderstates of control	nd the and and and gical the ctor	CM5: Inf preventi control i L03: Und transmis disease L04: und microorg control L05: Und precauti taken to spread c in a heal social ca	ion and in HSC derstand ssion of derstand derstand ions to lared reduce of infect	d the doe the ion	CM5: In preven control L06: Be minimi of infect L07: Un how in disease control treated medica	tion and in HSC able to se the section andersta fectiouses can be led and by	o o spread and s	in HSC L08: Un requirer and COS L09: Un roles an respons health a practitio	derstand the ments of RIDDOR SHH derstand the id dibilities of the and social care oner in relation tion prevention
Key Concepts																			
Key Themes																			
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Scheme of Work	Te ac he r 2	CSC C	M2			CSC CM	12/CM4		CSC CI	M4/CM6		CSC CM6	 6		CSC CN	л6/СМ:	1	CSC CM	1

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Scheme of Work		EAK	CM6				EΑ	AK CN					EAK				EAK C				-	K CM				4	EAK (M7			
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	L02: Understand the nature versus nurture debate	relating to health and social care	L04: Understand psychological approaches in the management of an identified mental health condition		LO2: Understand the social patterns and trends of health and illness in the population	
Key Concepts						
Key Themes						
Assessment method	Formative written coursework	Formative written coursework	Formative written coursework	Formative written coursework	Formative written coursework	Formative written coursework and practical
When is the assessment	After teaching the appropriate Learning outcomes for the tasks for the unit	After teaching the appropriate Learning outcomes for the tasks for the unit	After teaching the appropriate Learning outcomes for the tasks for the unit	After teaching the appropriate Learning outcomes for the tasks for the unit	After teaching the appropriate Learning outcomes for the tasks for the unit	After teaching the appropriate Learning outcomes for the tasks for the unit

<u>YEAR: 13</u>

Year 13 Multiple Teachers																																							
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Scheme of Work	Te ac he r 1	MS	SC/C	CPI C	:M5				MS	sc/c	PI CI	V15/	CM7	,			erna SC/C					MS	SC/CI	PI C	M 3,	/5		MS	SC/C	:PI									

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Brief description		CM5: In prevent in healt CM5: In prevent in healt CM5: In prevent in HSC L01: Un of biolo that cau L02: Un feature: disease L03: Un transmi L04: un method microor L05: Un precaut to reducinfectio social cau L06: Be the spre L07: Un infectio be cont treated L08: Un required and CO5: CM5: CM5: CM5: CM5: CM5: CM5: CM5: CM	fection and section and section and section and section and section se	d continued to the cont	care crol es ms e orne ase ase d of and mise on w can	preventin HSC L09: Ur roles an respons health is practitit to infect and cor CM7: S perspect and Soc L01: Ur sociolo in relat L02: Ur social p trend o	nderstan nd sibilities and soci oner in oction pre- ntrol occiologi- ctives in cial Care nderstan gical per- ion to H nderstan patterns of health	of the al care relation evention cal Health respectives SC d the and		nal asse Correcti		CM5 and correction			Worki outstar correct moder	ions a	-		
Key Concepts																			
Key Themes																			
Assessment method		Formati coursev		iten		Format courses	ive writt work	ten		ative wr ework	itten		ve written ork focusin eedback	ng	Format course on the given	work fo	ocusing	g	
When is the assessment		Ongoing	3			Ongoin	g					Ongoing			Ongoir	ng			
Scheme of Work	Te ac he r 2	CSC CM				CSC CM			CSC C	:M9/CN	1/CM8		2/CM4/CM		CSC				

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Brief description	and s L01: U legisla proce healt! L02: U requir profe and c L03: U functi social factor	ocial Jnde ation dure h and Jnde reme ssion odes Jnde ions care	and r L01: equa right: L02: work that L03 L legisl pract equa inclus inclus discrial care erstand the ents of nal standards of practice erstand the of health and e provision and hich influence elivery and reprove livery and reprove equa inclus discri core equa inclus discri core equa inclus discri core equa inclus erstand the of practice in rel pract CM9: L01: profe deve L02: role of pract profe				nd rights in HSC .01: Understand quality, diversity and ghts in HSC .02: Understand how to york in an inclusive way nat promote change .03 Understand egislation and codes of ractice relating to quality, diversity, nclusion and iscrimination .04: Understand the ole of the healthy and ocial care practitioner n relation to inclusive ractice .01: Understand rofessional evelopment .02: Understand the ole of the reflective ractitioner in rofessional evelopment					how practical how practical how practical how lear plan device the practical how practical how practical how practical heal care CM2 Lear gett their	: Undo the F titition es, be erience Undo to ide ning n for p elopm Undo s and onsib tition th and	HSC er's c er's c eliefs es ca deliv erstar entify eeds rofes ent i king d soc erstar ilities ers w d soc oven will b ady f ptic	own and n ery of nd / and sional n HSC in ial and the sof within ial ments	impro	working on improvements to coursework				working on improvements to coursework					
Key Concepts																										
Key Themes																										
Assessment method	Formative written coursework						Formative written coursework						Formative written coursework				Formative written coursework focusing on the feedback given				Formative written coursework focusing on the feedback given					
When is the assessment	Ongo	ing				0)ngoi	ng								Ongo	oing			Ong	going					