**Health and Social Care Curriculum Overview**

**VISION STATEMENT:** Live life in all its fullness

**INTENT:**

Our principal aim is to inspire students’ interest and excitement in the essential field of Health and Social Care, and nurture and support their natural enthusiasm for supporting others. Through a guided programme of learning, we will look to provide our students with the knowledge and understanding of the principles of care provision, as well as an ability to challenge themselves beyond their perceived academic limits. From this curriculum, students will be able to establish their own perceptions of how care is provided, being able to analyse care provision and consider future options through developed understanding. The curriculum is underpinned by literacy, with reading and oracy at the core of students’ learning and accessing the knowledge that they need.

Our curriculum centres on the key elements of human development and how this is nurtured through the application of individualised care. At the outset of learning, students will learn about key aspects of the development of humans across all life stages, considering key aspects that are unearthed through; Physical, Intellectual, Emotional and Social development. Students will be encouraged to explore an individual approach to human development through their understanding of how prescribed factors may impact individual developmental processes. Students will also explore how different elements of development can be influenced and nurtured through the provision of care; and this is explored through evaluating the physical and psychological wellbeing of appropriate case studies.

Alongside the acquisition of knowledge and development of critical thinking, students are also given the opportunity to work within the local community, visiting care services to enhance the curriculum and provide a careers focus. As a vocational qualification, Health and Social Care students will develop their skills beyond the classroom, preparing them for future pathways and employment.

**IMPLEMENTATION:**

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|  | **Year 10** | **Enrichment****Cross Curricular****Careers** | **Year 11**  | **Enrichment****Cross Curricular****Careers** | **Year 12** | **Enrichment****Cross Curricular****Careers** | **Year 13** | **Enrichment****Cross Curricular****Careers** |
| **Cycle 1** | Component 1 – Human Lifespan DevelopmentLearning Aim A – Human growth and development through the life stages and factors that affect it.Component 1 – Human Lifespan DevelopmentLearning Aim B – Dealing with life events.   | **Science – Biology****PSHE – Puberty****Nursery visit – social development through play****Early years care****Speech and Language Therapist****Nutritionist****Educational Psychologist** | Component 2 – Health and Social Care Services and ValuesLearning Aim A & B Assignments | **PE/Sport – Health Diet, Exercise****Healthcare manager****Dentist****Pharmacist****Public Health**  | Unit 1 – Human Lifespan and developmentLearning Aim A – Human growth and development through the life stagesLearning Aim C – Effects of Aging | **Science – Biology****PSHE - Puberty****Sociology – nature/nurture****Early years care****Speech and Language Therapist****Nutritionist****Educational Psychologist** | Unit 2 – Working in Health and Social CareLearning Aim A – Roles and Responsibilities of people who work in the Health and Social Care sectorLearning Aim B – The roles of organisations in the health and social care sectorLearning Aim C – Working with people with specific needs in the health and social care sector | **Wentworth Court Work Experience****Business – HR****Healthcare manager****Dentist****Pharmacist****Public Health** |
| **Assess Week** | Practice PSA 1 | Practice PSA 2 | Nature v nurture debate essay | Learning Aim A-C Mock |
| **Review** | Teacher feedback | Teacher feedback | Teacher feedback | Teacher feedback |
| **Cycle 2** | Complete PSA 1 JanuaryStart Component 2Component 2 – Health and Social Care Services and ValuesLearning Aim A & B Assignments | **PSHE – coping with change, sources of support****Occupational therapist****Physio therapist****Charity volunteering****Counsellor** | Complete PSA 2 January Recap component 3Component 3 – Health and WellbeingLearning Aim A – Factors that influence health and wellbeing Learning Aim B – Interpreting health indicators | **Wentworth Court Talk and Tour****Social Worker****Optometrist****Midwife****School Nurse** | Unit 1 – Human Lifespan and developmentLearning Aim B – Factors effecting human growth and development  | **KS3 Paired Reading****Occupational therapist****Physio therapist****Charity volunteering****Counsellor** | Unit 5, Learning Aim DUnit 14 – Physiological disorders and their care, Aim A and B | **Wentworth Court Work Experience****Psychology -** **biopsychology** **Neurologist****Endocrinologist****Doctor****Oncologist** |
| **Assess Week** | Practice PSA 2 | Mock exam | Unit 1 Mock paper | Unit 2 Mock paper |
| **Review** | Teacher feedback | Teacher feedback | Teacher feedback | Teacher feedback |
|  | Complete PSA 2 March |  |  |  |  |  |  |  |
| **Cycle 3** | Component 3 – Health and Well-beingLearning Aim A- Factors affecting health and wellbeingLearning Aim B – Interpreting health indicators | **Year 12 Health and Well-Being Interviews****Health Visitor****Personal trainer****Community nurse****Healthcare assistant** | Learning Aim C – person-centred healthcare |  | Unit 5 – Meeting Individual Care and support needsLearning Aims A, B & C | **Wentworth Court Work Experience****Year 10 Interviews****Psychology – psychopathology****Health Visitor****Personal trainer****Community nurse****Healthcare assistant** | Unit 14 – Physiological disorders and their careLearning Aims C and D | **Guest speaker – dementia talk** |
| **Assess Week** | Learning Aim A and B Mock | Official summer exam | BTEC EXAM – Unit 1N/A | Unit 14 assignments |
| **Review** | Teacher feedback | N/A | Unit 5 Assignments | Teacher assessment and resubmission (where applicable) |