

Curriculum Intent – Health & Social Care

Curriculum Priorities

The Curriculum at Nottingham Girls' Academy is designed to develop subject specific knowledge as well as play its part in developing cross-curricular skills and personal qualities.

Health and Social Care is designed to encourage and inspire young women from diverse communities into following a worthwhile qualification that provides insight into the health and social care sectors. Pupils will learn to make informed decisions about further learning opportunities or continuing into related career choices such as social care work and nursing. Working in this industry means that pupils require the ability to critically analyse situations and use independent problem-solving skills, thus this is a key aspect of the curriculum throughout key stage 4 and 5. Pupils will leave the subject with a range of knowledge on contemporary issues in relation to Health and Social Care within the UK. These include evaluating current related political factors, policies and technological advancements within the Health and Social Care field. The subject underpins some of the most crucial roles within society and without these nurturing, supportive roles, there would be a significant gap in the level of cohesion and care throughout society. Pupils leave with this in mind and therefore we can contribute to creating passionate and considerate young people.

Knowledge

By the end of key stage 4 we want pupils to have:

- Development and knowledge of key communication skills that prove your aptitude in health and social care and prepare you for working in Early years, Care and Health settings.
- Knowledge and understanding of the application of relevant legislation to ensure safety in the workplace for employers, employees and service users.
- Appropriate attitudes and display qualities that are considered most important in health and social care, including the care values that are vitally important in the sector, and the opportunity to practise applying them.
- The knowledge of a range of creative activities suitable for Early years, Care and Health settings, know the benefits of application.

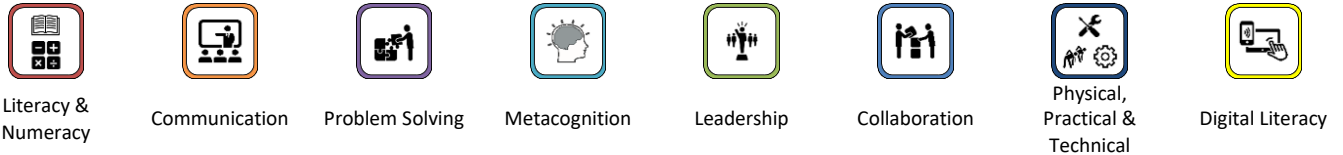
For those who study this subject at Key Stage 5 we want students to have:

- Development of key skills that show understanding of health and wellbeing such as interpreting information to assess and support an individual's health.
- Understanding of effective ways of working in health and social care, such as to support and meet individuals' needs through the standards of care.
- Attitudes that are considered important in health and social care, including the care values that are vitally important in the sector, and the opportunity to practise applying them.

- Knowledge that underpins effective use of skills, process and attitudes in the sector such as relevant legislation that promotes equality, diversity and rights as well as keeping individuals safe through appropriate health and safety.

Skills

The skills we aim to develop are:



During Year 10/11, pupils will have opportunities to develop the following wider skills:

- **Literacy & Numeracy:** Learning subject specific key words to use in controlled assessment. General good standards of English in written work – proofreading.
- **Communication:** Class discussions on a variety of topics. Communication skills unit covers verbal/non-verbal, para-verbal language. Appropriate communication for Early years, Care and Health settings considering ability, role e.g., professionalism.
- **Problem Solving:** Applied during Creative activities task, planning to deliver and considering issues/problems.
- **Collaboration:** Work together on their communication role plays. A variety of paired and group work takes place throughout the course as we discuss the issues that pupils have to have an awareness of.
- **Metacognition:** The course challenges them to think about their own beliefs and values and raises awareness of challenging stereotypical ways of thinking about people, health and wellbeing, care and health.
- **Digital Literacy:** Pupils use computers to carry out research into a variety of factors during health and wellbeing topic. Controlled assessments are produced on computer.
- **Leadership:** Pupils get the opportunity to engage in leadership skills when they work as a team to produce things for creative and therapeutic activities.
- **Physical, Practical & Technical:** The whole creative and therapeutic activities unit is designed to engage pupils in a physical way.

Qualities

The qualities we aim to develop are:



How the Year 10/11 Health and Social Care curriculum contributes to developing this quality:

- **Respect:** Identified as a key quality in both the communication and Values of care units.
- **Kindness:** A key concept underpinning everything they learn in this subject.
- **Tolerance:** They are encouraged to think about the different ways in which people live in today's society and not to place their values on others- to be non-discriminatory/non-judgemental.
- **Resilience:** They will look at how people may live with different challenges/disabilities/cultural expectations and how that affects the way they live their life.
- **Creativity:** Creative therapeutic unit content includes a range of different craft/art/creative activities and pupils will plan an activity for a specific group.
- **Positivity:** The ability to work with people who are vulnerable and may have challenges in their life requires people to be positive about how they can help and what they can do to support. Positive angle to the legislation covered.
- **Integrity:** Pupils can show this in their Values in care and Communication work.
- **Aspiration:** We encourage pupils to consider how they can support others to be their best and how they can encourage and support each other to achieve their best.
- **Empathy:** Pupils demonstrate they can empathise with others through their Values in care work and by understanding the approach required when working in early years, care and health settings.

Curriculum Principles

Sequencing, Learning and Assessment

Our curriculum has been structured to take into account the cognitive science of how we learn. Key knowledge is covered sequentially and deliberately revisited and built upon. Spaced practice and retrieval are a feature of the curriculum structure.

This is further reinforced by:

- **Learning Challenge:** a purely formative assessment to help evaluate, and then reshape learning and address misconceptions at the end of each unit.
- **Learning Consolidation:** a summative assessment, taken at a planned interval from the end of the unit, to help evaluate retention of learning in the long-term memory.

Cultural Capital

Cultural capital is developed throughout the curriculum with deliberate opportunities for all pupils (but especially disadvantaged pupils) to experience aspects of the taught curriculum through trips, events and activities and broaden their horizons. For example:

Equality

We want our curriculum to reflect what it means to be a young, British woman today; for our pupils to know about the struggle and sacrifice that has led to the freedom and opportunity they have. We want them to know about their heritage and culture, and that of others in our community, enabling them to celebrate it and contribute to the progress of democracy as global citizens. We therefore regularly review and consult on the equality of our curriculum.

For example:

- Pupils are given equal access to all materials – adapted as necessary for specific needs.
- Pupils are given the opportunity within RO33 (supporting individuals through life events) unit to learn about the differences they may come across when working in the care industry. E.g. different religions, special educational needs, disability etc.
- Pupils are given the introductory tools needed to work in all areas of Care – Early years, Care and Health giving them choice in future aspirational training/careers regardless of gender, ability.
- Pupils consider disability, gender, culture in delivering services – equal access to culturally appropriate food in hospital for example.

Careers and Employability

To support our pupils growing understanding of how our subject might support them with employment, we plan in explicit links between their subject area and possible career pathways. Examples of the careers and sectors we highlight are:

- The pupils have opportunities to role-play the part of a carer.
- Allows them to gain an understanding of issues affecting service users, explore good relationships and communication styles.
- Allow the pupils to further understand the role of a care/professional in H&SC industries. - Bee Moment.
- Relevant areas include; childcare, health care work, nurse, doctor etc.
- Expands their ability to give critical friend feedback.
- **Work placements** in a relevant setting support understanding of communication, qualities and the realistic nature of work in Early years, Care and Health settings.
- Visits from nurses/health care professionals