



NOTTINGHAM GIRLS' ACADEMY

Health and Social Care Curriculum

Purpose of Study

Health and Social Care is designed to encourage and inspire learners 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. Students 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 are able to contribute to creating passionate and considerate young people.

Aims

The main focus is on four areas of equal importance, which cover the:

- development of key skills that prove your aptitude in health and social care such as interpreting data to assess an individual's health
- process that underpins effective ways of working in health and social care, such as designing a plan to improve an individual's health and wellbeing
- attitudes 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
- knowledge that underpins effective use of skills, process and attitudes in the sector such as human growth and development, health and social care services, and factors affecting people's health and wellbeing.

Curriculum-at-a-Glance: Health and Social Care

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Year 10	Component 1- Human Lifespan Development; Curriculum delivery; P.I.E.S development (Physical, Intellectual, Emotional, Social) Links to Life stages	Coursework 1A; Assessing knowledge of P.I.E.S and life stages Curriculum delivery; Life events affecting development in different life stages	Coursework 1B ; Assessing knowledge of Life events and development Component 2 – Health and Social Care Services and Values; Curriculum delivery; Service and type, Care Values	Coursework 2A; assessing knowledge of services, care values and identification of barriers to service access	Coursework 2B application in a professional environment 1 st role-play. Component 3 – Health and Well-being. Curriculum delivery	Health and Well-being exam content delivery.
Year 11	Health and Wellbeing- factors affecting growth and development Done in lockdown Brief revision of factors work via practice questions. Health and wellbeing- health indicators and planning to improve health	Health and wellbeing- health indicators and planning to improve health Health and wellbeing- planning to improve health Revision for exam	Health and wellbeing- planning to improve health Revision for exam Exam 7 th February 2020 Demonstrating care values	Demonstrating care values Effects of life events on growth and development	Demonstrating care values Effects of life events on growth and development	Revision for resit if needed
Year 12	Types of relationships within Health and Social Care settings	The rights of individuals within Health and Social Care settings	Law that support individuals' rights Support networks	Hazards and the law within Health and Social Care settings	Equality, Diversity and Rights. Examination (1hr30mins) Health, safety and security examination (1hr30mins)	The cardiovascular system External moderation of coursework
Year 13	The respiratory, digestive and musculo-skeletal systems	The nervous and sensory systems	Biology examination (2hours)	Difficulties faced by individuals with learning disabilities	Nutrition and wellbeing	External moderation of coursework

Medium Term Plan: Health and Social Care

Year 10 Health and Social Care

Knowledge, Qualifications and Assessment

What pupils will study during Year 10, our ambition for the knowledge they retain and subject specific skill they will develop and how learning will be assessed formatively and summatively.

Unit Title	Periods	Learning Challenge <i>What will pupils produce at the end of a unit to demonstrate their learning?</i>	Learning Journey <i>What knowledge and subject specific skills will pupils learn in order to complete the Learning Challenge?</i>	Learning Consolidation <i>What prior learning will pupils consolidate using spaced retrieval and spaced practice?</i>
Human Lifespan Development	55	A completed assessment at either L1 –P, M ,D L2 – P, M, D, D*	Knowledge of Physical, intellectual, emotional and social development needs. Knowledge of expected milestones at each life stage. Ability to apply this knowledge to individuals and explain needs and how they have developed. Identification of factors affecting P.I.E.S development and application to people.	First unit to be completed.
Health and social care services and values	55	Section A completed assessment at either L1 –P, M ,D L2 – P, M, D, D* Part completed Section B assessment at either L1 –P, M ,D L2 – P, M, D, D* (Final role-play task to be completed after exam in year 11.)	Knowledge of primary, secondary and tertiary, allied health professionals and services. Supporting specific care needs. Supporting disability and age related care needs. Informal/formal care. Barriers to accessing services. Knowledge of care values;	Knowledge of P.I.E.S from unit 1 will be necessary to identify the individual needs of the service users in the case study. Knowledge of factors affecting P.I.E.S development and access to services.

			Empowering and promoting independence, respect, confidentiality, dignity, communication, safeguarding and duty of care, anti-discriminatory practice.	
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Qualities

During Year 10, pupils will have opportunities to develop the following BUILD qualities:

BUILD Quality	How the Year 10 Health and Social Care curriculum contributes to developing this quality:
Respect	Students cover the quality of respect specifically within the care values unit. They then apply the quality to real life situations within role play activities and evaluate their approach. Students also show respect for each other when discussing difficult or contentious issues.
Kindness	Throughout the course students are reminded about the necessity of kindness in their approach to working in the health and social care industry. Re-visited regularly throughout all content.
Tolerance	Specific teaching of culture, gender, age and disability in relation to working in health and social care. Linked to barriers identified and factors affecting access to services.
Resilience	Specific teaching about behavioural issues that may be exhibited by service users in different fields within health and social care. Students are encouraged to think about and adapt professional practice to both become more resilient themselves and also to encourage service users to build resilience.
Creativity	Creativity taught in relation to working with CYP specifically in nurseries/schools – human development, infancy, childhood. Covered in relation to relaxation – factors affecting development. Use of creativity to explore issues relating to barriers to services.
Positivity	Approach to the course is always positive in nature due to professional expectations and content of course. Importance of a positive approach with service users to ensure engagement with services and treatments.
Integrity	Covered in relation to safeguarding and duty of care within care values unit. Vulnerabilities of both service users and staff and confidentiality in relation to personal information and putting service users at risk.
Aspiration	Vocational nature of course, regular reflection of tasks within specific job roles and links to different health and social care services. Qualification can be gained at Level 1/Level 2.
Empathy	Taught in relation to professional approach expected by services and service users. Also stress the importance of H&SC being an area where difficult circumstances are discussed and we need to understand each other.

Skills

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

Skill Area	How the Year 10 Health and Social Care curriculum contributes to developing this skill area:
<i>Literacy & Numeracy</i>	<i>Regular opportunities for literacy, note taking, board work. Both in books and work sheets.</i>
<i>Communication</i>	<i>Specifically taught within the Care Values unit in relation to alternative forms of communication and communicating with service users in an appropriate manner.</i>
<i>Problem Solving</i>	<i>Taught in relation to barriers affecting access of services. Care values unit specifically covers barriers and students have to make suggestions for how they can be overcome.</i>
<i>Leadership</i>	<i>Within some activities opportunities to demonstrate leadership skills. Care values role-plays are performed in groups – leadership skills are identified and commented on in evaluations.</i>
<i>Collaboration</i>	<i>Work in groups – role-play tasks. Students also have regular opportunities for paired work, group tasks and paired research. Collaboration is demonstrated when students complete relevant work experience placements in a H&SC field.</i>
<i>Metacognition</i>	<i>The Human development unit specifically teaches cognition and infant/child development in terms of intellectual skills/abilities. Care values evaluation task specifically asks students to reflect and evaluate their skills and application of those skills in a professional environment.</i>
<i>Physical, Practical and Technical</i>	<i>Role-plays provide exploration of restricted movement e.g., caused by arthritis and appropriate care needs identified and acted out with peers.</i>
<i>Digital Literacy</i>	<i>Use of computers weekly to type. Use of digital cameras for filming purposes. Awareness of alternative communication aids and technical aids available to support access to services/independence skills.</i>

Enrichment

During Year 10, the following events, visits, and trips will enrich the Health and Social Care curriculum:

Event, Visit or Trip	Linked unit(s) of study	How the event, visit or trip enriches the curriculum:
<i>Role-play exercises</i>	<i>Unit 2</i>	<i>The students have opportunities to role-play the part of a carer, service user and observer. Allows them to gain an understanding of issues affecting service users, explore good relationships and communication styles. Allows the students to further understand the role of a care assistant – Bee Moment.</i>

Expands their ability to give critical friend feedback.

Year 11 Health and Social Care

Knowledge, Qualifications and Assessment

What pupils will study during Year 11, our ambition for the knowledge they retain and subject specific skill they will develop and how learning will be assessed formatively and summatively.

Unit Title	Periods	Learning Challenge <i>What will pupils produce at the end of a unit to demonstrate their learning?</i>	Learning Journey <i>What knowledge and subject specific skills will pupils learn in order to complete the Learning Challenge?</i>	Learning Consolidation <i>What prior learning will pupils consolidate using spaced retrieval and spaced practice?</i>
<i>Health and wellbeing-factors</i>	18	Summative assessment- timed assessment question- 30 minutes	Students will define what health is. They will examine a range of physical, social and environmental factors that will have a positive or negative effect on health and wellbeing. Students set regular homework questions to test knowledge and application throughout this section.	They will recall information about factors that affect growth and development from human lifespan development unit in year 10
<i>Health and wellbeing-health indicators</i>	15	Formative assessment- students produce leaflets/posters to explain effects of problems with blood pressure/ peak flow/obesity. Summative assessment- timed assessment question- 30 minutes	Students measure their own health by calculating their BMI, taking their blood pressure and peak flow and checking their recovery after exercise. They compare this against recognised norms and use this knowledge to identify problems for individuals in exam questions. They analyse general data to investigate the effects of smoking, drugs, obesity and alcohol on health.	Students use what they've learned from the factors work to identify factors that are having a negative impact on a person's health and wellbeing.
<i>Health and wellbeing-improving health</i>	24	Formative assessment-students produce health plans to improve a person's health including ideas for motivating to overcome obstacles to success. Summative assessment- timed assessment question 50 minutes	Students learn about setting targets and identifying specific issues to address. They learn about what can prevent someone from achieving health goals and methods to motivate and encourage success.	Students will use what they've learnt from their health measures work to identify issues that need to be addressed in the plan.

		Mock exam –2 hours- includes all 3 elements.		
<i>Demonstrating care values</i>	12	Controlled assessment detailing how they demonstrated care values in two role plays.	Students role play two scenarios set in two different settings to demonstrate they can carry out the core care values effectively. They are given feedback which they then incorporate in their assessment to reflect on their own performance and suggest how they could improve.	Use what they've learnt in year 10 about care values to devise two role plays to show their understanding.
<i>Human lifespan development- effects of life events on growth and development</i>	12	Controlled assessment detailing how two individuals have coped with the same life event comparing them at the higher level.	Students use their research skills to collect information about two individuals who have experienced the same life event. They will research sources of support and explain how the support they get will help them to cope.	Students will use what they've learnt about the effects of life events in year 10 and formal and informal support personnel.

Qualities

During Year 11, pupils will have opportunities to develop the following BUILD qualities:

BUILD Quality	How the Year 11 Health and Social Care curriculum contributes to developing this quality:
<i>Respect</i>	<i>This is one of the key care values they learn about and have to demonstrate how they would have to put it into practice in a health and social care setting.</i>
<i>Kindness</i>	<i>A key concept underpinning everything they learn in this subject.</i>
<i>Tolerance</i>	<i>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.</i>

<i>Resilience</i>	<i>They will look at how people may live with different challenges and how that affects the way they live their life.</i>
<i>Creativity</i>	<i>They are encouraged to find creative ways of encouraging people to improve their health in ways that will help motivation and remove obstacles to success.</i>
<i>Positivity</i>	<i>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. Students can demonstrate this in their care values and planning to improve health work.</i>
<i>Integrity</i>	<i>Students can show this in their care values work.</i>
<i>Aspiration</i>	<i>We encourage students to consider how they can support others to be their best and how they can encourage and support each other to achieve their best.</i>
<i>Empathy</i>	<i>Students demonstrate they can empathise with others through their care values work and by understanding the difficulties involved in making changes in lifestyle to improve health.</i>

Skills

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

Skill Area	How the Year 11 Health and Social Care curriculum contributes to developing this skill area:
<i>Literacy & Numeracy</i>	<i>Calculating BMI and interpreting graphs of health measurements and data about health. Learning subject specific key words to use in controlled assessment.</i>
<i>Communication</i>	<i>Class discussions on a variety of topics. Have to show communication skills in care value role plays.</i>
<i>Problem Solving</i>	<i>Can show problem solving skills as part of their care value role play. Also produce action plans to improve a person's health for the health and wellbeing exam unit.</i>
<i>Leadership</i>	<i>Can use leadership skills when planning and carrying out care value role play.</i>

Year 12 and 13 Health and Social Care

Knowledge, Qualifications and Assessment

What pupils will study during Year 12 and 13, our ambition for the knowledge they retain and subject specific skill they will develop and how learning will be assessed formatively and summatively.

Unit Title	Periods	Learning Challenge <i>What will pupils produce at the end of a unit to demonstrate their learning?</i>	Learning Journey <i>What knowledge and subject specific skills will pupils learn in order to complete the Learning Challenge?</i>	Learning Consolidation <i>What prior learning will pupils consolidate using spaced retrieval and spaced practice?</i>
<i>Unit 1 (Year 12) - Building positive relationships in Health, Social and Child Care environments</i>	5 per week 11 weeks	4 tasks of coursework to create final assignment	The range of settings and professionals within Health, Social and Child Care environments. The context in which relationships are built and limitations to positive relationship building. The role of CPD and reflective practice in support practitioners to build effective relationships.	If GCSE achieved in HSC, then students can retrieve key terms/vocab. Start of course, key words recapped for new starters. Research of settings carried out – retrieval used from previous experience or work placements e.g. Sure Start/Nursery/Primary school etc. Helps to contextualise role of professionals.
<i>Unit 2 (Year 12) - Equality, diversity and individual rights within Health, Social and Child Care environments (Exam)</i>	5 per week 11 weeks	A folder of revision notes in preparation for their May examination Assessment folder and personalised tracker	The rights of individuals within HSCC environments. Legislation, policies and procedures which support rights. Ways that poor practice is challenged and the subsequent positive/negative impact on individuals.	Using previous knowledge of care values from Unit 1 to support application of how to promote individuals rights.
<i>Unit 3 (Year 12)- Health, safety and security within Health, Social and Child Care environments (Exam)</i>	5 per week 11 weeks	A folder of revision notes in preparation for their May examination Assessment folder and personalised tracker	Hazards within HSCC environments. Laws and policies which limit risk from hazards. Malpractice and procedures. How to respond to an emergency incident or situation.	Using previous knowledge of care values from Unit 1 to support application of how to promote safety with service users and staff.

<i>Unit 4 (Year 13)- Anatomy and Physiology (Exam)</i>	5 per week 20 weeks	A folder of revision notes in preparation for their January examination Assessment folder and personalised tracker	The cardiovascular system, malfunctions and treatment. The respiratory system, malfunctions and treatment. The digestive system, malfunctions and treatment. The musculo-skeletal system, malfunctions and treatment. The nervous system, malfunctions and treatment. The sensory systems, malfunctions and treatment.	Space retrieval from GCSE Science or if study Biology/Applied Science A Level. Key body systems students have studied previously and this factual knowledge remains the same within Unit 4.
<i>Unit 9 (Year 13) – Support individuals with Learning Disabilities</i>	5 per week 10 weeks	3 tasks of coursework to create final assignment	Definitions of learning disability. Specific examples of learning disabilities, difficulties individuals face and support available. Legislation and professional role.	If work placement in Year 12 in a centre for individual with vulnerable needs, then students able to draw upon this. Using previous knowledge of care values from Unit 1 to support application of how to promote the rights of those with disabilities and justifications as to why.
<i>Unit 10 (Year 13) – Nutrition and Wellbeing</i>	5 per weeks 5 weeks	4 tasks of coursework to create final assignment	The 5 food groups and nutritional value. How nutrition values vary for individuals. Analysis of a food diary and recommendations to improve dietary intake.	If GCSE achieved in H&SC, then nutrition unit completed. If not, most students have previously studied NCFE so have understanding of key nutritional intake.

Qualities

During Year 12 and 13, pupils will have opportunities to develop the following BUILD qualities:

BUILD Quality	How the Year 12 and 13 Health and Social Care curriculum contributes to developing this quality:
<i>Respect</i>	Unit 2 – Raising awareness of other cultures and rights of individuals including understanding and application of “The Equality Act 2010” 9 protected characteristics

<i>Kindness</i>	Sensitive topics such as autism, dementia, William's and fragile X syndrome are discussed, including ways to support individuals with these conditions. Students will build on their empathy skills by applying knowledge to scenarios and case studies, utilising the care values and NHS 6 Cs, including compassion, linking to demonstrating kindness.
<i>Tolerance</i>	By nature, Health and Social Care is an accepting subject which discusses individuals' rights, the definitions of diversity and equality and specific examples of how a range of laws supports this approach. Students are expected to apply knowledge to practice scenarios.
<i>Resilience</i>	Health and Social Care is a very supportive course and students are highly encouraged by staff to "give their best." Access to previous cohorts' examination papers at Distinction grade or coursework, help to support resilience by enabling the student to minimise common errors when answering examination questions such as not including a relevant example. Previous work is used to help support this process as well as reflective assessment sheets and an exam prep wheel which help students to pinpoint an area of weakness in their learning or knowledge to engage with this through various revision tasks, not just repeating revision of secure units or topics.
<i>Creativity</i>	Coursework units allow students to be creative with their presentation such as a handbook for a learning disability centre targeted at service users or a presentation for staff about laws. This helps students to develop their creativity in relation to their target audience. Revision techniques further support this approach such as use of plasticine models of the heart to support long-term memory retrieval.
<i>Positivity</i>	Health and Social Care is a reputable course, with all previous cohorts having achieved on or above target grades. All students are encouraged to work towards Distinction criteria and support one another in doing so. This creates a positive ethos where students want to succeed and do.
<i>Integrity</i>	Values of care and a person-centred approach are at the core of this qualification. Students gain knowledge of how to apply these principles in their work and in their practice and behaviour.
<i>Aspiration</i>	Careers are closely linked to the course including health care, paramedic science, physiotherapy, child care and social work. Students are expected to apply knowledge to scenario based examples. Links are made to apprenticeships, employment and university courses throughout the course including use of the NHS careers website, summer school placements and work experience links to relevant settings.
<i>Empathy</i>	Throughout the course, application of knowledge is expected, including in the examinations such as showing understanding of the rights of an individual with a physical disability and how the law supports their rights to be promoted through the use of practitioners.

Skills

During Year 12 and 13, pupils will have opportunities to develop the following wider skills:

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Skill Area	How the Year 12 and 13 Health and Social Care curriculum contributes to developing this skill area:
<i>Literacy & Numeracy</i>	Literacy skills are set as entry requirements of at least 4+ in English Lit/Lang to support understanding of the course demand at Level 3. Ability to interpret, analyse and respond to articles, scenarios and case studies are supported through use of key words, glossaries and development of literacy skills through homework tasks and regular assessments. Numeracy skills are supported through the nutrition unit whereby students have to calculate calorie intake for a chosen individual, including analysing data in relation to recommended daily intakes of food groups.
<i>Communication</i>	Year 12 begins with a unit which requires effective communication skills. Students are taught a range of ways to communicate and discuss effectiveness of each by applying to scenarios/context.
<i>Problem Solving</i>	Although each scenario and case study is different, students are expected to problem solve by decoding questions and applying their knowledge of rights, the law and physiological malfunctions where appropriate. They are also expected to justify their responses.
<i>Leadership</i>	Students are expected to reflect upon continuous professional development and its purpose for all practitioners across Health and Social Care sectors. There are several opportunities to develop leadership skills through group tasks and work experience.
<i>Collaboration</i>	Throughout the course, students will work together in class discussions and tasks, but also through work experience placements whereby they are expected to work with staff in a range of settings (often within H&SC environments) demonstrating multi-agency partnerships where appropriate.
<i>Metacognition</i>	Regular assessments support student's ability to reflect on WWW/EBI. Exam wheel preps and specifications are used, in addition to individual, personalised trackers, which identify key topics or subtopics which require further revision. A range of revision resources are available to support "gaps in knowledge" and revision time is built into lessons.
<i>Physical, Practical and Technical</i>	First aid and health checks support the development of physical/practical skills, as well as utilising knowledge to support understanding e.g. CPR or BMI
<i>Digital Literacy</i>	Regular research from sources including the NHS website for nutrition and malfunctions of the human anatomy, news articles regarding breaching of human rights and policy and law summaries are provided for students. These are carefully selected and require specific analysis through pre-populated questions to support understanding and digital literacy skills.

Enrichment

During Year 12 and 13, the following events, visits, and trips will enrich the Health and Social Care curriculum:

Event, Visit or Trip	Linked unit(s) of study	How the event, visit or trip enriches the curriculum:
<i>Oxford Brookes University workshop 1</i>	4 – Anatomy and Physiology 1 – Building positive relationships	Interactive workshop from University staff which includes how to take blood pressure and BMI and interpret data. Students also discuss wider issues faced by Health and Social Care sectors such as shortage in funding and staff and the implications this has on provision.

<i>Oxford Brookes Summer School</i>	All units of study	Selective process based upon student application – 3 day placement. The Summer School provides students with the opportunity to experience life as a University student with a focus on one strand including Paramedic Science, Physiotherapy and Midwifery.
<i>Work experience – 1 week</i>	All	Students who have a particular interest in pursuing a career in Health and Social Care can secure a placement within a relevant setting such as City or QMC hospitals, a nursery or primary school or a care setting such as The Martin Jackaman Centre.