

Health and Social Care

3 Year Curriculum Plan



Teaching and Learning INTENT for Health and Social Care at Moseley Park School:

The Health and Social Care curriculum at Moseley Park School has been designed to effectively deliver the Pearson specification of the BTEC tech award. The 3 components studied are: Human lifespan, health and social care values and services, and the final component health and wellbeing. The course has been designed to study the human lifespan component initially as the work consists of the fundamental information that is continued throughout the whole course. The exam in component 3 is studied last as the pupils have a fountain of knowledge from the previous components and have a mature understating of exam techniques. The skills developed in year 9 and 10 will take the pupils through the exam with a strong foundation.

Key terminology is taught to improve the pupils understanding and their ability to articulate ideas. Pupils also develop understanding of key areas related to health and social care such and the emotional and social wellbeing, not merely physical health. Our aim is to build successful and employable young people who will take their resilience, knowledge and thirst for learning into their daily lives as well as their world of work. Consequently, we aim to make all situations as realistic as possible to allow the pupils to experience a real challenge, these are vehicles to develop their desire to achieve and aspirations for the future.

Develop students cultural and social capital:

Our health and social care curriculum allows pupils to study the social and emotional development of all people from different cultures and backgrounds. The components of work allow in depth conversation and study of how to support people in different life events and through different circumstances. This in turn allows pupils to work together and enables invaluable discussions that will develop their content knowledge and their social abilities.

Aspects of the course allows a deep understanding of cultures and the response to services and support with regards to religion and culture. This gives pupils to the chance to understand the differences that people may incur and to accept the barriers a person may face whilst finding realistic ways to overcome that barrier.

Year 9 Health and Social Care at Moseley Park School:

Year 9 is the first year of study. Pupils will develop an understanding of all details of the course and what is expected of them for the duration of the three years. The first component of work is titled 'Human lifespan'. Pupils will begin to explore the idea of physical, intellectual, emotional and social development and how life stages will impact these areas. The idea of holistic development will be introduced and this content will be continued to be explored throughout the duration of the course, underpinning all future work.

The first assigned piece of work, the pupils look closely at how an average person is expected to develop throughout three main life stages. They will then compare and contrast the expected milestones with the development of a person with a disease or condition. Here the pupils will then discuss, which factors from a list of physical, social and cultural and economic factors had the biggest impact on their life and which have contributed to the similarities and differences. All with justification as to why they believe that to be. This assignment allows pupils to gain an understanding of how people will develop differently and having a chance to accept these differences. They will also develop the skill of justifying their answers and arguments.

Pupils, throughout year 9 will also look at how a life event can impact a person's physical, intellectual, emotional and social development. The pupils will investigate an expected or unexpected life event of their choice. They will learn how to create and conduct a questionnaire and interview in order to obtain their information. From this, they will also learn how to transcribe the interview and create a report on their findings. The assigned piece of work will be to again discuss how two different people will behave differently based on the same life event, taking into account the support they received before, during and after their life event and their personal background. This assigned work introduces many new key skills needed for independent study and research which will allow them to develop their own knowledge on a subject that interests them. These topics can at times be sensitive and personal which also allows pupils to understand the rule of confidentiality.

Towards the end of year 9, pupils will begin component 2 of the course which is titled 'Health and social care values and services'. The component will continue to incorporate the human development, paying particular attention to how a person's emotional and social wellbeing can be impacted and greatly improved. The assignment that will be completed in year 9 will be regarding two individuals that will be decided by the class teacher. All information regarding the individual's life will be detailed and the pupils will need to comprehend the written text to decipher the needs of the individuals and what services those specific needs will require. The pupils will discover different services that are available to the general public and will learn the difference between primary, secondary and tertiary care, as well as voluntary, formal and informal care that the individuals may benefit from. This particular assignment will give the pupils the opportunity to uncover the services that are available to them as and when they may require them as well as possible job opportunities that may be uncovered.

Year 9 Units of Study:

Component 1: Human lifespan – Assignment A and B (P1, P2, P3, P4, M1, M2, D1, D2)

Component 2: Health and social care values and services – Assignment A (P1, M1)

Year 10 Health and Social Care at Moseley Park School:

In year 10 we start our programme of study carrying on from where we left off in year 9 as we continue to discover the services that are available to meet the needs of individuals. The pupils will need to come up with ways to overcome barriers that the individuals may face when accessing services which were previously discussed at the end of year 9. This task incorporates retrieval exercises to remember the task from the previous year. These barriers will be realistic and will be such as travel, finance and sensory barriers and therefore the ways to overcome the barriers must also be realistic. The pupils will be expected to assess which services are the most beneficial to an individual and which are less suited to others. This piece of work will again assess the pupil's ability to justify their response as there will be no designated right or wrong answer. Moreover, the pupils will

have developed a sense of empathy and understanding into two very different people's lives and the difficulties they face daily. During this time, pupils often enjoy practical sessions within lesson time as they are able to experience blindfolds, ear defenders and walking aids to get a true understanding of the barriers the researched individuals may face, and allow the pupils to conjure up the realistic ways to overcome those said barriers after living the true experience.

The second part of the component studied in year 10 looks at the 7 care values that are vital for any health and social care profession. The work looks at all 7 values in detail and links them to several different scenarios for all the pupils to fully understand the value in different situations. The pupils will then participate in a practical assignment. They are given a scenario where they are a member of staff in a care providing service, and their partner is the service user. The pupils, within the scenario must act out and demonstrate all 7 care values clearly. This assignment allows the pupils to demonstrate their confidence, creativity and explore a new way of proving their level of understanding. Following on from the performance, the pupils write a report which will assess their ability or inability to show all values. In the report they must discuss what they achieved well in terms of the success criteria and what they could have done differently to improve. They must comment on all values and how their ability to show the value made their service user feel. Giving the pupils the chance to work with different people in a practical setting develops a new set of team work skills and a new level of challenge for many pupils as they step out of their comfort box.

Year 10 Units of Study:

Component 2: Health and social care values and services – Assignment B (P3, P4, M2, D1, D2)
Component 3: Health and wellbeing

Year 11 Health and Social Care at Moseley Park School:

In year 11, pupils will have completed all written assignments and will begin their external assessment component. This component will incorporate information taken from the previous component 1 and 2 and will include new content based around data interpretation and health care plans. The exam gives the opportunity for pupils to delve deep into the content they have learnt to explain how a situation can affect a person physical, intellectual, emotion, social and economic wellbeing. They will then be expected to read and interpret data on health indicators such as peak flow, BMI and heart rate and discuss the short- and long-term risks to ill health. From there, the pupils will then devise a health care plan to improve the person's physical health by considering the needs, wishes and circumstances of the individual and again justifying the response.

The exam component links in all assigned work from previous components and gives the pupils the opportunity to reveal their level of understanding of caring for a person and improving their health and wellbeing.

Working through the exam content, this is another chance of retrieval exercises from knowledge the pupils learnt before from previous components.

Year 11 Units of Study:

Component 3

The Health and Social Care curriculum closely follows the whole school Curriculum Framework:

Assessment

Health and social care is a BTEC Tech award and all assignments are set by Pearson exam board. Throughout component 1 and component 2, pupils are set internal assignments that are completed independently. There is always a period of class teaching time in which the pupils are taught content and are then given the success criteria to complete the task.

Component 3, is an external exam unit and this is studied in year 11, this is because it is a synoptic unit and must be completed at the end of the course. Throughout lessons there are opportunities to complete formative assessment on a regular basis such as quizzes, homework and the chance to take part in on the spot marking to address misunderstandings in the lesson. Marking is completed on a 2-week basis as a form of assessment to check progress and to assist in planning. Summative assessments are done after a new unit of work within component 3 as well as full mock exam practices at the end of each topic which are thoroughly marked against the exam mark scheme offering individual and detailed feedback.

Retrieval

Retrieval exercises and practice is devised and mapped throughout the health and social care curriculum from year 9 to 11. This is carried out during each lesson when prior knowledge is built upon. As assignments are given in lessons, content is delivered to pupils and they then retrieve that information to complete an independent assessment. Retrieval practice also happens when content is revisited across components and topics. Many components have links and the pupils will need to refer back to prior assignments to access their new piece of assessed work. There is a clear reason as to why the components and assignments are delivered in the particular order and that is to build the foundation of new knowledge in year 9 and access that content through retrieval exercises. The exam is studied as the last component and pupils return back to content that have previously been taught from the beginning of the course in year 9 to refresh their memory and store information in their long term memory in order to be able to complete their 2-hour external exam.

Extended Learning

The health and social care department regard extended learning as an important part of the learning process. However, we believe that homework needs to be relevant and beneficial to learning. Therefore, homework is not set every lesson. Whilst the pupils are studying component 1 and 2, homework will assist in the completion of the pupil's assignments through additional research, and independent study in preparation for the following lesson. This allows the pupils to be fully prepared when they enter the lesson the following week and they have all resources that they will require to complete the work.

Component 3 homework will consist of exam questions and additional revision from the lesson they have recently completed. The pupils are given a revision booklet and knowledge book to complete their own independent revision and catch up on lessons that they may have missed. This form of homework gives a sense of independence, challenge and self-motivation.

