**Curriculum – Health and Social Department (2024 – 2025) - Key stages 4 to 5**

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**Intent**

Our focus is **breadth of curriculum**. We want our students to **experience and learn new skills and ideas in as many subjects** as possible **for as long as possible**.

We want our curriculum to be challenging in its depth and breadth so that it will:

* **Challenge** all students to be the best that they can be.
* Provide students with **knowledge**required to be successful.
* Provide then with the skills to **retain** and **apply**knowledge.
* Equip our students with **Character Resilience Organisation Excellence C.O.R.E. values** thus developing students who are **resilient**, lifelong learners.
* Provide **deep learning** that accelerates our students understanding of the world around them.
* Equip our students with **ambition** and aspirations so that they become happy and successful members of society.
* Enables students have a range of qualifications that facilitate their **next steps** in their education and career.

The intent of the health and social care curriculum is to prepare students with the comprehensive knowledge, practical skills, and ethical values necessary for effective engagement in the healthcare sector. It aims to instil a deep understanding of health and social care concepts, including health promotion, disease prevention, and the impact of social determinants on health outcomes. By integrating theoretical frameworks with practical applications, the curriculum equips students to deliver compassionate care and make informed decisions in diverse healthcare settings.

Furthermore, the curriculum intends to foster critical thinking, communication skills, and cultural competence among students. It emphasizes the development of empathy, professionalism, and ethical conduct, preparing students to navigate complex ethical dilemmas and uphold patient confidentiality and dignity. Through a blend of classroom learning, hands-on training, and reflective practice, the curriculum aims to produce competent healthcare professionals who can meet the evolving needs of individuals, families, and communities, while promoting the health and well-being of society.

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| **Term**  | **Year 10: BTEC Tech award**  | **Year 11: BTEC Tech Award**  | **Year 12: BTEC National Ext Cert**  | **Year 12: BTEC National Diploma**  | **Year 12: BTEC National Ext Diploma**   | **Year 13: BTEC National Ext Cert**  | **Year 13: BTEC National Diploma**  | **Year 13: BTEC National ext. Diploma**  |
| **Autumn 1a**  | Component 1 Growth and development   PIES & Life stages  | Component 2  Barriers to services. Skills, attributes & values   | Unit 1 Learning Aim A Human growth and development through the life stagesUnit 12 Learning Aim A – Examine reasons why individuals may experience additional need | Unit 7 - Learning Aim A: Examine how a duty of care contributes to safe practice in health and social care settingsUnit 14 - A: Investigate the causes and effects of physiological disorders | Unit 3 Anatomy and Physiology for Health and Social Care. Learning Aim AUnit 17 Caring for individuals with Dementia. Learning Aim A | Unit 2 Learning Aim B – Role of organisations in HSC sectorsUnit 5 Learning Aim AExamine principles, values and skills which underpin meeting the care and support needs of individuals | Unit 8 - A: Examine strategies for developing public health policy to improve the health of individuals and the populationUnit 4 - A: Types of issues where research is carried out in the health and social care sector | Unit 6 Work Experience in Health and Social CareUnit 8 Promoting Public HealthLearning Aim AUnit 11: Psychological perspectives. Learning aim A |
| **Autumn 1b**  | Factors affecting growth and development   | PSA completion   | Unit 1 Learning Aim B – Factor which impact human growth and development Unit 12 Learning Aim A – Examine reasons why individuals may experience additional need | Unit 7 - Learning Aim B: Understand how to recognise and respond to concerns about abuse and neglect in health and social care settingsUnit 14 - A: Investigate the causes and effects of physiological disorders | Unit 3 Anatomy and Physiology for Health and Social CareUnit 17 Caring for individuals with Dementia. Learning Aim B | Unit 2 Learning Aim C – Working with people who have specific needs in HSCUnit 5 Learning Aim A/BExamine principles and ethical issues | Unit 8 - B: Examine the factors affecting health and the impact of addressing these factors to improve public healthUnit 4 - A: Types of issues where research is carried out in the health and social care sector / B: Research methods in health and social care | Unit 6 Work Experience in Health and Social CareUnit 8 Promoting Public Health Learning Aim **B**Unit 11: Psychological perspectives. Learning aim B |
| **Spring 2a**  | Life events and how individuals deal with life events. Dealing with change  | Component 3 :Health and wellbeing  |  Unit 1 Learning Aim C – effects of ageing Unit 12 Learning Aim B - Examine how to overcome the challenges to daily living faced by people with additional needs | Unit 7 - Learning Aim C: Investigate the influence of health and safety legislation and policies in health and social care settingsUnit 14 - B: Examine the investigation and diagnosis of physiological disorders | Unit 3 Anatomy and Physiology for Health and Social CareAim CUnit 17 Caring for individuals with Dementia Learning Aim C | Unit 2 – Exam prep sessions and revisionOfficial examUnit 5 Learning Aim BExamine the ethical issues involved when providing care and support to meet individual needs | Unit 8 - C: Investigate how health is promoted to improve the health of the populationUnit 4 - B: Research methods in health and social care | Unit 6 Work Experience in Health and Social CareUnit 8 Promoting Public Health Learning Aim BUnit 11: Psychological perspectives. Learning aim C |
| **Spring 2b**  | PSA component 1 prep  | Interpreting health indicators and PCA  | Unit 1 – Exam prep sessions and revision Official examUnit 12 Learning Aim B/C – Investigate current practice with respect to provision for individuals with additional needs | Unit 7 - Learning Aim D: Explore procedures and responsibilities to maintain health and safety and respond to accidents and emergencies in health and social care settings.Unit 14 - C:. Examine treatment and support for service users with physiological disorders | Unit 3 Anatomy and Physiology for Health and Social Care – learning Aim DUnit 18 Assessing children development support needs Learning Aim A  | Resit revision – Unit 1 and Unit 2Unit 5 Learning Aim B/CExamine the ethical issues and investigate the principles | Unit 8 - D: Investigate how health promotion encourages individuals to change their behaviour in relation to their own healthUnit 4 - C: Carrying out and reviewing relevant secondary research into a contemporary health and social care issue | Unit 6 Work Experience in Health and Social CareUnit 8 Promoting Public Health Learning Aim CUnit 11: Psychological perspectives. Learning aim D |
| **Summer 3a**  | Complete PSA    | Recommendations and Barriers Exam   | unit 2 LAA – Roles and responsibilities of HSC workers Unit 12 Learning Aim C – Investigate current practice with respect to provision for individuals with additional needs | Exam preparations / Revision time for exams Official examUnit 14 - D - Develop a treatment plan for service users with physiological disorders to meet their needs. | Unit 3 Anatomy and Physiology for Health and Social Care – Exam prep sessions and revisionOfficial examUnit 18 Assessing children development support needs Learning Aim B | Resit revision - Unit 1 and Unit 2 Official exam resitsUnit 5 Learning Aim DInvestigate the roles of professionals and how they work together to provide the care and support necessary to meet individual needs | External assessment preparation / revision time. Official examUnit 4 – External assessment preparation / revision Official exam | Resit revision - Official exam resits |
| **Summer 3b**  | Component 2 :Understand different types of health and social care services.    | Examinations  | Unit 2 Learning Aim A – Roles and responsibilities of HSC workersResubmission opportunities for coursework & Project work in preparation for year 13 units. | Unit 8 – introduction / project Unit 4 – introduction / project  | Resubmission opportunities for coursework Unit 18 Assessing children development support needs Learning Aim C |  |  |  |

**Our contribution to numeracy:**

Numeracy skills are essential in health and social care, enabling professionals to perform a variety of critical tasks accurately. These tasks include calculating medication dosages, interpreting statistical health data, and managing budgets within care settings. Accurate numeracy skills ensure the correct administration of treatments, proper monitoring of patient vital signs, and effective resource allocation. Understanding and interpreting data, such as reading charts and graphs, allows health and social care workers to make informed decisions and provide high-quality care. By integrating numeracy into the health and social care curriculum, students are equipped with the skills necessary to ensure precise, efficient, and effective care delivery, ultimately enhancing patient outcomes and the overall quality of care services.

**Our contribution to literacy:**

The health and social care curriculum significantly enhances literacy skills by incorporating a range of activities that improve reading, writing, oral communication, and critical thinking. Students engage with academic texts, patient information, and professional documentation, enhancing their ability to comprehend and produce complex written materials. They also develop practical writing skills through accurate record-keeping, reflective writing, and report generation. Oral communication and active listening are honed through interactions with patients, families, and colleagues, while presentations and feedback sessions further enhance these skills. Overall, the integration of literacy into the health and social care curriculum ensures that students can communicate effectively, engage in lifelong learning, and meet the multifaceted demands of the health and social care professions.

**Our contribution to CORE and personal development:**

At OSWB we believe academic success is important, but we don’t think it is everything. We want our young people to leave education feeling confident not only in knowledge, but also in personal skills and qualities. Our C.O.R.E curriculum is intended to allow students to learn for life, equipping them with knowledge of the world, essential skills and a strong character. The C.O.R.E Curriculum is built around our 4 values of Character, Organisation, Resilience and Excellence.

Health and social care play a significant role in personal development, providing individuals with essential skills and knowledge that enhance their professional and personal lives. Engaging in health and social care education fosters empathy, communication, and critical thinking skills, which are vital for personal growth and effective interpersonal relationships. By learning about human development, health promotion, and the social determinants of health, individuals gain a deeper understanding of themselves and others, promoting self-awareness and social responsibility.

Moreover, health and social care training equips individuals with practical skills such as first aid, personal care, and the use of medical equipment, which can be invaluable in everyday life and emergency situations. This education also encourages reflective practice, ethical decision-making, and cultural competence, further contributing to personal and professional development. Overall, involvement in health and social care nurtures a well-rounded, compassionate, and knowledgeable individual capable of making positive contributions to society and improving their own quality of life. Organisation in terms of articulating ideas in a logical manner is important too. Students are encouraged to attempt challenging tasks, participate in discussion around sensitive topics, and be able to conclude and evaluate their own ‘personal knowledge’. High levels of participation and engagement, striving for excellence in how we listen to other people’s views. High levels of participation and engagement, striving for excellence in how we listen to other people’s views is also expected of all learners.