

## Health and Social Care

### Curriculum Intent

**By the end of their education, a student of Health and social care at Dixons Unity Academy will:**

- Understand how people grow and develop over the course of their lives, from infancy to old age, and the factors that may affect this, such as major life changing events like marriage or parenthood. Students will learn how people adapt to these changes as well as the types of support available to help them
- Develop key skills that prove their aptitude in health and social care such as interpreting physiological and lifestyle indicators to assess an individual's health, this data includes looking at aspects such as blood pressure, pulse rate, peak flow and BMI.
- Focus on the 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. This involves setting targets for an individual to follow and then assessing the individual's ability to follow this plan (e.g. what obstacles may they face and how could they overcome them)
- Study the 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 in a role-play situation. These values include respect, preserving dignity and promoting anti-discriminatory practice.
- Develop 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.

**In order to truly appreciate the subject and create deep schema, topics within Health and Social Care have been intelligently sequenced with the following rationale:**

- The course covers three components of work, two of which are internally assessed by completing assignments throughout their course of study and one component is an externally assessed exam. There will be opportunities for retrieval practice and exploration activities to allow students to develop their skills in preparation for their formal assessment in the form of assignments. We also use spaced practice in developing the skills to the exam component and preparing for answering exam questions. These components use Level one / two Pass, Merit and Distinction grading criteria.
- The curriculum has clear literacy links to embed key terminology so students are developing their knowledge of key aspects of health and social care.
- Students have the opportunity to practice applying what they have learnt in relation to the care values within health and social care by undertaking an interview, (RO33) a health promotion campaign (RO35) and role-play activities but then also having the opportunity to receive feedback and review their own performance.
- OCR Cambridge Nationals Health and Social Care is a vocational subject, which therefore means through the majority of the time, it provides students with the opportunity to demonstrate their skills in assignment-based tasks, rather than the traditional preparation for examinations as would be with GCSE subjects. The course does have one examination element, which is completed in year 11.

**The Health and Social Care curriculum at Dixons McMillan has been influenced by:**

- The desire to produce compassionate and caring people, who can contribute to their chosen field and positively impact upon their communities through understanding their rights and responsibilities.
- The desire to produce health a social care workers who would in turn be improving the daily lives of those they serve.

**Our Health and Social Care curriculum ensures that social disadvantage is addressed through:**

- OCR Cambridge Nationals Health and social care is a vocational subject, this means that students have the opportunity to develop their knowledge and skills and apply it to everyday and work contexts. It gives the opportunity to build skills that show an aptitude for further learning both in the sector and more widely. This includes allowing students to build on and embed their knowledge, allowing them to grow in confidence and then put into practice what they have learned.
- We ensure that intervention is proactive and data driven, on a regular basis staff address the gaps identified from in-class or cycle assessment data in order to offer provision to eradicate these differences. We use intervention folders in classrooms, which are used on a daily basis, which identifies the disadvantaged students (and SEND / PP) and then where a weekly plan is used to ensure intervention is taking place to help students progress.
- The curriculum teaches the students about the different life stages that we all go through from birth to old age and that we all experience life differently. This includes a focus on the different factors that can affect a person's development physically, emotionally, intellectually or socially such as economic factors and social and cultural factors.



- The curriculum also has a focus on the different life events that people may go through throughout their lives. It studies the effects that these life events have on individuals, but also how the same life event can affect people differently.
- Lessons also use computers and ranges of software that students otherwise may not be able to access.

**Our belief is that homework is used for deliberate practice of what has been taught in lessons. We also use retrieval practice and spaced revision to support all students with committing knowledge to long term memory.**

- Health care roles include doctors, pharmacists, nurses, midwives and healthcare assistants, while social care roles include care assistants, occupational therapists, counsellors and administrators. The curriculum focuses on students being given the opportunity to be introduced to the nature of these job roles and understand the qualities needed to fulfil the role.
- Students are taught about the range of health and social care services (primary, secondary, tertiary) that are available including residential care, respite care and domiciliary services, overall demonstrating to students the wide range of career opportunities that there are within health and social care.
- When completing a role play student are given the opportunity to demonstrate the care values within a health and social care context, therefore making this as realistic as possible to what they would be expected to do in the world of work.
- The Health and Social Care curriculum has been sequenced to allow for focused revision and interleaving of knowledge retrieval from previous learning especially in the run-up to an assessment or marked piece of work. Whilst retrieval activities will allow for greater access of new learning and content, building upon what is already known, homework and revision and recap lessons will ensure that that knowledge is revisited throughout a student's history career (Lemov: 2021)

**Opportunities to build an understanding of social, moral and ethical issues are developed alongside links to the wider world, including careers. We fully believe Science can contribute to the personal development of students at Dixons McMillan through:**

- Some students already have an interest in working with children or want to care for and help others. This course gives students the background knowledge and develops the skills needed by anybody considering working with people. It could be just as useful for someone interested in being a personal trainer or even a teacher.
- Students having the opportunity to demonstrate care values in the form of a role-play, this experience of performing skills needed for assessment are transferable into other areas of study.
- The practical transferable skills students master during studying Health and Social care such as self-reflection, communication and teamwork will allow students to grow in confidence and support their progress in the present and the future. Key transferable skills include:
  - Cognitive and problem-solving skills: use critical thinking, approach non-routine problems applying expert and creative solutions
  - Intrapersonal skills: communicating, working collaboratively and self-presentation
  - Interpersonal skills: adaptability and resilience, self-monitoring and development.
- Students will become independent learners that can make informed decisions about further learning opportunities or continuing into related career choices. Students will develop both a critical and analytical approach to problem solving whilst gaining an understanding of personal development, health and social care sectors and services set within contemporary case studies.
- The curriculum has been designed to include contemporary issues in relation to health and social care in the UK, including dealing with issues and pressures in relation to political factors and funding, providing a clear grounding in the sectors for those learners that may choose to enter into related professions or further education and training.
- Students are provided with a recent news article each week from that week's media for them to be aware of what is currently happening in the world of Health and social care at the present time.

**Further information can be found in:**

- OCR Cambridge Nationals Health and Social Care Specification
- HSC Curriculum Overview
- HSC Long Term Plans (Y9-11)

**References:**

- Lemov, Doug et al (2016) 'Control the Game' in Reading Reconsidered: A Practical Guide to Rigorous Literacy. Jossey-Bass: Hoboken, New Jersey. pp. 225-39
- Lemov, Doug (2021) 'Double Planning' in Teach Like A Champion 3.0. Jossey-Bass: Hoboken, New Jersey. pp. 58-62

