

The Health & Social Care Curriculum at Our Lady's Catholic High School

Within Health and Social Care, we aim to develop caring and compassionate individuals who develop a passion and desire to work within this expanding industry. Health and Social Care is a large and growing sector within the British economy with approximately 3 million people employed within this sector. This is equivalent to 1 in every 10 people and therefore its currency as a subject to be delivered to pupils at KS4 is high. Due to our aging and growing population, demand for services within this sector of the economy is going to continue to rise, with health and social care services playing a key role in today's society.

Within Health and Social care all pupils will be nurtured through their journey to develop the needed knowledge and understanding to be able to gain their BTEC Tech Award qualification. Not only will they become knowledgeable in the subject of Health and Social Care, but they will develop the soft skills, which are sought after by employers in the modern world. The students within Health and Social Care will become resilient, independent learners, supporting others and developing the use of their own initiative to solve problems and plan activities. They will grow into well-rounded individuals, who have a holistic understanding of growth and development of individuals through the life stages.

Health and Social Care compliments the academic, vigorous nature of GCSE subjects and allows all abilities of students to thrive and achieve. Students will experience and study a range of Health and Social Care components, which requires the students to demonstrate maturity and respect for others. The high expectations set out across the department inspires students to RISE to the challenge and aspire towards excellence. Students become confident and are equipped with the skills to be able to manage their emotions as they move through adolescence, dealing with the life events, challenges and opportunities they face for their own health and well-being as well as preparing them for life outside of education and inspiring them to work within this challenging, yet rewarding industry.

We deliver the BTEC Tech Award L1/L2 in Health and Social Care (Edexcel). The course is delivered across the two years of KS4 with all elements of Component 1 - Human Life Span Development being delivered and assignment work completed in Year 10 along with the theory of Component 2 - Health and Social Care Services and Values. Year 11 sees the delivery of content for Component 3 – Health and Wellbeing, which is needed for the external examination. Students are prepared and ready to sit Component 3 – Health and Wellbeing in the February of their year 11. After the examination has been taken pupils then focus on completing their final two assignments, applying their knowledge and understanding of Component 2 – Health and Social Care Services and Values. The Edexcel SoW is currently adopted to give structure and pace to delivery but this is tweaked when needed to meet the needs of the pupils in the classroom.

Health and social care is delivered in an engaging and supportive manner, using the resources within the classroom to allow pupils to learn and apply their understanding in different ways. The Health and Social care theory is applied to real life situations and taught through scenarios and case studies. Health and Social Care students need to be able to apply their understanding and link in theory. The intent is to provide a fluid but dynamic curriculum, which is not only knowledge rich but gives pupils the access and opportunity to progress onto College to study the subject at KS5 and beyond. Pupils have no previous experience of standalone Health and Social Care lessons; within KS3 some Enrichment Days will lay foundations, but these are not discrete. The course is planned and sequenced towards gaining the knowledge and skills for future learning.

Additionally, Pupils who opt for Health and Social Care are encouraged to carry out their week of work experience within a health and social care setting. This gives pupils a realistic and accurate picture of what to expect within this career path.

As well as this all students are required to demonstrate their care values within a nursery setting as part of their component 2 assignment. Instead of this being completed in a role play, classroom- based activity, students have half a day within a nursery, emerged within the setting, gaining a flavour of what it is like to work within a nursery setting. All these opportunities extend lessons beyond the classroom and support

work related learning. This enables students to have a breadth of specialism outside of the course specification, giving them a real vocational experience.

Regular feedback is given to support all students to progress. Two components are assessed through assignment work and pupils gain regular formative assessment to prepare for their assignments being issued and then receive written summative feedback, using the exam boards summative assessment sheets, which are filled in for pupil on each submission. Pupils are questioned effectively within lessons to re-visit learning, stretch thinking, and deepen understanding. Theory is applied specifically to the Health and Social Care industry, with clips from documentaries and current health and social care issues discussed to help with engagement and understanding.

All pupils are expected to contribute to the learning within the classroom. High expectations are required by all and a learning culture is created where pupils feel safe to answer questions, knowing their ideas and contributions will be respected by all. All pupils study this inclusive Health and Social Care curriculum. The planning of lessons, within the scheme of work, ensures that a mix of resources are used to ensure pupils are challenged appropriately. With the subject being new to all, as only taught in KS4, the building of pupil's vocabulary is essential to ensure they understand the key concepts. Pupils create key vocabulary cards as they go through the course and they refer to these within lessons when giving written and verbal answers, to ensure that key language is being used when demonstrating their understanding. Case studies are used within lessons to develop reading and literacy skills, which are required when completing their assignment work and the written examination in Components 3. This gives pupils an opportunity to access new literature and to be able to apply their own understanding with confidence and accuracy.

Teaching is inclusive with teachers having the same high expectations for all students. SEND and high ability pupils are taught with the equal ambition stretching the more able as well as ensuring students gain targeted support to gain understanding and make progress. All Health and Social Care lessons are mixed ability, lessons are delivered skillfully to ensure that all pupils fully engaged and accessing the same content. Work is scaffolded to enable all pupils to apply their understanding to scenarios and assignment tasks, ensuring that every pupil is equipped to achieve their potential within Health and Social Care. Liaising with other health and social teachers and being part of network groups allows continual development of the subject and its requirements to become imbedded within lessons. Resources are constantly being updated to include current trends within the industry to be delivered within lessons, making the content more relevant to the students.

The current rationale of delivering the specification in the way we do is to allow pupils to build confidence and understanding of key language needed within this subject area. Health and Social Care is only studied as an option, starting in Year 10 and pupils have a little exposure to health and social within KS3. Delivering the components in this way allows the curriculum to build in a sequenced way, enabling students to develop and continually revisit key concepts and application. This gives a more holistic approach to delivery and suits the needs of the pupils studying the subject.