



## Why we teach what we teach

The aim of the Health and Social Care curriculum is to equip students with sound specialist knowledge and skills for everyday use and of how to meet the needs of individuals across a range of health, social care and early year's settings. The curriculum develops an understanding of the skills and qualities required to influence care and empowers students through encouraging independence and creativity; providing tasks that engage with the most taxing aspects of the National Curriculum (including Values of Care and the current legislation requirements) and the importance of softer skills such as communication to ensure individuals right to independence and dignity.

<b>Core concepts</b>	<p>Health and Social Care equips our students to discover the impact of positive and negative human development and to critically analyse how these factors affect our day to day lives. Health and Social Care enables students to explore areas that influence how we develop throughout life stages and in turn raise expectations of how we can live successful and healthy lives now and in our future.</p> <p>Students who study Health and Social Care will build confidence by achieving their potential academically, in life and the employment market. They will be accomplished in their ability/aptitude to demonstrate tolerance, respect, dignity, effective communication skills and application of anti-discriminatory practice.</p>
<b>How our curriculum builds over time</b>	<p>The HSC curriculum is coherently planned and sequenced towards imbedding knowledge and skills for future learning and employment. The curriculum allows clear progression through each strand and supports students in assimilating new ideas easily into their current schema. Coherent sequencing means that time is allowed between topics in the same strand to ensure that the skills, procedures, and concepts are fully consolidated and embedded through retrieval practice starters before being built on in upcoming topics. Within each component of work similar sets of skills are followed, allowing for a deeper development of understanding of these skills within each progressive component.</p>
<b>Key ingredients of a lesson</b>	<p>Lessons provide students with a range of stimulating activities that challenge and allow them to demonstrate their depth and breadth of knowledge. Lessons delivered build on prior learning ensuring that students are challenged and supported. Targeted questioning is used to enable students to reflect on the importance of being able to apply the theories covered to a vocational context. We encourage multiple approaches to learning, such as practical opportunities and real-life scenarios, which will support students to develop their applied knowledge and practical skills. Setting high expectations of the progress of all students in lessons and supporting them to meet these standards. Sharing high-quality learning resources across the department. Using quizzes to identify prior knowledge of students to support appropriate progression in new topics. Use of end of unit assessments to ensure expected learning has happened and knowledge gaps can be addressed.</p>
<b>How we assess the knowledge, understanding and skills of students</b>	<p>BTEC qualifications are graded at Pass, Merit and Distinction.</p> <p>Assessment plays a crucial role in supporting students with their learning, enabling them to identify areas of weakness, gaps in knowledge and providing them with the tools to be reflective practitioners and be proactive in informing their next steps. The use of knowledge organisers is paramount to our assessment practice with quizzes being set fortnightly to enable recall of essential terminology and concepts. Progress checks are regularly carried out using materials that are reflective of exam style questions and consequently help to establish overall level of understanding across the four learning outcomes. Summative assessments take place at the end of each unit of work allowing students to consolidate their understanding across a range of topics.</p> <p>Formative assessments evidence the learning that has taken place in each unit taught. Marking policy and feeding back to students and parents.</p>
<b>How we provide cultural capital and extra-curricular opportunities</b>	<ul style="list-style-type: none"><li>➤ Enabling students to experience the subject out of lessons to expand knowledge- Include clubs, trips, volunteering opportunities, workshops,</li><li>➤ Developing partnerships with external providers that extend opportunities for learning;</li><li>➤ Giving a deeper understanding of links between knowledge learnt and Vocational context.</li></ul>

<p><b>How we provide stretch and challenge enrichment</b></p>	<p>We believe that enrichment in the subject is developed through the wider reading of all forms of texts, including TV, films and print media, however for the higher ability students we encourage this to go further through the balanced analysis and the encouragement of opinions. Examination work is regularly marked and feedback and targets for progression given. Students are encouraged to reflect on their progress and respond to teacher feedback during Dedicated Improvement and Reflection Time (DIRT) where they have the chance to improve on teacher marking to close gaps in their knowledge using purple pen in their exercise books.</p>
<p><b>How we adapt our curriculum to meet the needs of all students</b></p>	<p>We support the whole school aims by: Creating and delivering an ambitious scheme of work from Year 10 to 13 based on academic foundations to support all students in having success in their chosen future route. • Encouraging the ambitions, talents and rights of every member of the school community • Instilling confidence, resilience and self-belief in all HSC students. • Welcoming creative and innovative thinking in the subject. • Supporting ALL HSC students to have the drive and ambition to be their best • Developing global HSC citizens who are prepared for their future destinations</p> <p>As an inclusion department, all students are offered the chance for intervention at all stages, if required, to ensure they are able to achieve their potential. PP students are encouraged to use the IT facilities at break and lunchtimes.</p> <p>We believe in an inclusive curriculum approach; A Healthy lifestyle is something which each and every one of us in society needs to strive for, therefore we believe our course should be accessible to all. All internally assessed components can be adapted to ensure they meet the needs of all students and that each student is able to achieve their potential. Teachers are aware of the particular needs of individual students and plan lessons to accommodate their needs. Teachers liaise regularly with LSAs and have 1:1 discussions with all SEN students to set appropriate tasks each lesson.</p>
<p><b>How we link our subject knowledge to the world of work and further study</b></p>	<ul style="list-style-type: none"> <li>➤ We believe in an inclusive curriculum approach; A Healthy lifestyle is something which each and every one of us in society needs to strive for, therefore we believe our course should be accessible to all.</li> <li>➤ Students get the chance to develop valuable skills and techniques in different disciplines and explore potential careers in the industry. Teamwork, leadership, communication skills, confidence and resilience all equip young people with the skills to work towards improving their physical wellbeing. These are all skills and attributes which help pupils thrive in other subjects and throughout their lives. Our schemes of learning are designed to use these skills to ensure that students improve their health and wellbeing, physical competence, and character and employability. Include guest speakers, university trips, careers days, projects</li> <li>➤ This qualification will lead to future courses/employment in health, nursing, social work, occupational health, physiotherapy, teaching, Early Years, play, family support work and other related careers.</li> </ul>
<p><b>How we provide personal development for students</b></p>	<p>Health &amp; Social Care as a context to learn about physical wellbeing and essential life skills like resilience, creativity, empathy and teamwork; precisely those skills sought by employers. It is an essential building block of a broad and balanced curriculum to meet the needs of all learners and unlock their potential to achieve across the school and in life. Teamwork, leadership, communication skills, confidence and resilience are all part of what HSC equips young people with, in addition to improving their physical health &amp; wellbeing. These are all skills and attributes which help pupils thrive in other subjects and throughout their lives. Our schemes of learning are designed to use these skills to ensure that you improve your health and wellbeing, physical competence, character and employability.</p>