

Health and Social Care Curriculum Intent

The Health and Social Care curriculum at Trinity High School has been carefully designed so that students' **knowledge** – both substantive and disciplinary – becomes more broad and more sophisticated as they progress through the key stages. We have used the strong **subject expertise** within our department to ensure **inclusivity** - that all students are able to access and understand even the most complex of concepts.

For example, in Year 10 the first concept students are introduced to is what it means to be a practitioner in a Health and Social Care Setting, the characteristics these roles require and their impacts on service users. This is a crucial concept for students to master, as moving forward students will need to be able to confidently apply theoretical concepts to practical real-world scenarios.

Our curriculum also ensures that students' disciplinary knowledge develops in an equally advanced way. For example, the ability to apply theory to specific health and social care settings or scenarios. At the beginning of each unit students will be guided and supported through expert modelling and scaffolding how to do this effectively. As the course progresses students will be able to do this more independently.

We use the principles of **cognitive science** in the planning of our curriculum, to ensure that students develop bodies of knowledge through revisiting key concepts in different contexts. Each element of the curriculum has been **carefully sequenced** to aid the **acquisition and remembering** of this content and through this, students will be enabled in their learning - to think **metacognitively**.

Finally, although outcomes are very important, we know that teaching to the test is counterproductive in developing knowledge and understanding. Our curriculum is therefore enriched by a wealth of **cultural capital** – the glue which helps the core content to stick. For example, while studying the essential values of care and how they are applied by health and social care practitioner, students will watch real life documentaries such as 'Ambulance' and '24 Hours in A&E'. Cultural Capital is identified in our document as the hinterland.

The document below details the core substantive and disciplinary knowledge and how these build over time in our subject.

Subject: Health and Social Care Curriculum Intent KS4 New Spec First Year Teaching Year 10 2022

Year 10 Term	Core Propositional Knowledge (The What)	Procedural Knowledge (The How)	Hinterland
Autumn	<p>R033 Supporting Individuals through life events (coursework): Topic Area 1: Life Stages Topic Area 2: Impacts of life events different types of communication Topic Area 3: Sources of support</p>	<p>Topic Areas 1 and 2: Presentation of new information through videos and teacher demonstration. Capital cultural links are made through class discussion and watching of documentaries to help embed knowledge further. Students are then required to demonstrate their understanding through application of knowledge to a chosen case study. Topic Area 3: Presentation of new information through videos and teacher demonstration. Students then required to complete independent research to explore the topic further to complete the application of understanding to their chosen case study.</p>	<ul style="list-style-type: none"> • Watching real world Health and Social Care documentaries • Research into a real-life case study • Completing interviews with a chosen participant
Spring	<p>R034 Creative and therapeutic Activities (coursework): Topic Area 1: Types of therapies and their benefits Topic Area 2: Creative activities and their benefits Topic Area 3: Plan a creative activity for individuals or groups in a health and social care setting Topic Area 4: Deliver a creative activity and evaluate your own performance</p>	<p>Topic Areas 1 and 2: Presentation of new information through videos and teacher demonstration. Capital cultural links are made through class discussion and watching of documentaries to help embed knowledge further. Students are then required to demonstrate their understanding through application of knowledge to a chosen case study. Topic Area 3: Application of knowledge from Topic area 2. Students are required to create and plan a creative activity for their chosen group or individual. Topic Area 4: Delivery of creative activity utilising acquired knowledge and skills. Students will then evaluate their success in the delivery using their prior knowledge.</p>	<ul style="list-style-type: none"> • Watching real world Health and Social Care documentaries • Research into a real-life case study • Delivery of a creative activity within a health and social care setting

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<p>Summer</p>	<p>Once all coursework is complete and submitted to exam board for moderation in Summer 1 students to begin exam unit.</p> <p>R032 Principles of care in health and social care settings</p> <p>Topic Area 1: The rights of service users in health and social care settings</p> <ul style="list-style-type: none"> • Types of settings • The rights of service users • The benefits to service users' health and well-being when their rights are maintained 	<p>In the exam unit students are assessed on the following three performance objectives: PO1 – Recall knowledge and show understanding PO2 – Apply knowledge and understanding PO3 – Analyse and evaluate knowledge, understanding and performance</p> <p>Presentation of new information through a variety of methods including comprehension tasks, match up tasks, analysing case studies. Knowledge retrieval tasks to help embed learning. Capital cultural links are made through class discussion and watching of documentaries to provide further opportunities to recall knowledge but also the application to varying real world scenario. Students are then required to apply their knowledge to exam questions.</p>	
<p>Year 10 End Point</p>	<p>Both coursework units will be completed and ready to be submitted to the exam board in Summer 1. This gives us the opportunity to get a head start on the exam unit and then if required re-submit any students who need to improve coursework in year 11. Students will have a clear understanding of life stages and how service users can be supported through major life events. Students will also be able to identify a range of different therapeutic and creative activities and their benefits to service users.</p>		

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Year 11 Term	Core Propositional Knowledge (The What)	Procedural Knowledge (The How)	Hinterland
Autumn	<p>R032 Principles of care in health and social care settings (exam)</p> <p>Topic Area 1: The rights of service users in health and social care settings</p> <ul style="list-style-type: none"> • Types of settings • The rights of service users • The benefits to service users' health and well-being when their rights are maintained <p>Topic Area 2: Person-centred Values</p> <ul style="list-style-type: none"> • Person centred values and how they are applied by service providers • Benefits of applying the person-centred values • Effects on service users' health and well-being if person centred values are not applied 	<p>In the exam unit students are assessed on the following three performance objectives:</p> <p>PO1 – Recall knowledge and show understanding</p> <p>PO2 – Apply knowledge and understanding</p> <p>PO3 – Analyse and evaluate knowledge, understanding and performance</p> <p>Presentation of new information through a variety of methods including comprehension tasks, match up tasks, analysing case studies. Knowledge retrieval tasks to help embed learning. Capital cultural links are made through class discussion and watching of documentaries to provide further opportunities to recall knowledge but also the application to varying real world scenario. Students are then required to apply their knowledge to exam questions.</p>	<ul style="list-style-type: none"> • Watching real world Health and Social Care documentaries
Spring	<p>R032 Principles of care in health and social care settings (exam)</p> <p>Topic Area 3: Effective communication in health and social care settings</p> <ul style="list-style-type: none"> • Importance of verbal communication • Importance of non-verbal communication • Importance of active listening • Importance of specialist methods of communication 		

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	<p>Topic Area 4: Protecting service users and service providers in health and social care settings</p> <ul style="list-style-type: none"> • Safeguarding • Infection prevention • Safety procedures and measures <p>How security measure protect service users and staff</p>		
Summer	R032 Principles of care in health and social care settings (exam)		
Year 11 End Point	Students will have completed the 2 mandatory and 1 optional unit required to complete the course. Upon completion of R032 students will have an in depth understanding of the principles of care in health and social care settings.		

Health and Social Care Curriculum Intent KS5

The Health and Social Care curriculum at Trinity High School has been carefully designed so that students’ **knowledge** – both substantive and disciplinary – becomes more broad and more sophisticated as they progress through the key stages. We have used the strong **subject expertise** within our department to ensure **inclusivity** - that all students are able to access and understand even the most complex of concepts.

For example, in Year 12 the first concept students are introduced to is what it means to be a practitioner in a Health and Social Care Setting, the characteristics these roles require and their impacts on service users. This is a crucial concept for students to master, as moving forward students will need to be able to confidently apply theoretical concepts to practical real world scenarios and not all students will have studied Health and social care at KS4.

Our curriculum also ensures that students’ disciplinary knowledge develops in an equally advanced way. For example, the ability to apply theory to specific health and social care settings or scenarios. At the beginning of each unit students will be guided and supported through expert modelling and scaffolding how to do this effectively. As the course progresses students will be able to this more independently.

We use the principles of **cognitive science** in the planning of our curriculum, to ensure that students develop bodies of knowledge through revisiting key concepts in different contexts. Each element of the curriculum has been **carefully sequenced** to aid the **acquisition and remembering** of this content and through this, students will be enabled in their learning - to think **metacognitively**.

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values of care and how they are applied by health and social care practitioner, students will watch real life documentaries such as ‘Ambulance’ and ‘24 Hours in A&E’. Cultural Capital is identified in our document as the hinterland.

The document below details the core substantive and disciplinary knowledge and how these built over time in our subject.

Year 12 Term	Core Propositional Knowledge (The What)	Procedural Knowledge (The How)	Hinterland
Autumn	<p>Unit 1 (Building positive relationships in health and social care) and Unit 2 (Equality, diversity and rights in health and social care).</p> <p>Unit 1 - LO1 Understand relationships in health, social care or child care environments LO2 Understand the factors that influence the building of relationships</p> <p>Unit 2 - LO1 Understand concepts of equality, diversity and rights and how these are applied in the context of health, social care and child care environments LO2 - Understand the impact of discriminatory practices on individuals in health, social care and childcare environments Unit 2 – LO3 Understand how current legislation and national initiatives promote ant discriminatory practice in health, social care and child care environments</p>	<p>Unit 1/24 - Presentation of new information through videos and practical exploration. Knowledge retrieval tasks to help embed learning. Capital cultural links are made through class discussion and watching of documentaries to help embed knowledge further. Students are also encouraged to become more independent learners and participate in research tasks. Students are then required to apply their knowledge to completion of coursework.</p> <p>In the practical element students are required to use their procedural knowledge to apply it to two different health and social care communication scenarios. Producing a plan of how they need to use their communication skills and then executing the plan in a real life interaction.</p>	<p>Watching real world Health and Social Care documentaries to see how care providers use different communication skills;</p> <ul style="list-style-type: none"> • 999 What’s you emergency • 24 Hours in A&E • Ambulance <p>Researching different health care settings to gain a deeper understanding of theoretical concepts being applied in real world settings</p> <p>Analysing case studies on the NSPCC website to justify the application of different theoretical concepts</p>

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	<p>LO4 Understand how equality, diversity and rights in health, social care and child care environments are promoted.</p>	<p>Unit 2/3 - Presentation of new information through a variety of methods including comprehension tasks, match up tasks, analysing case studies. Knowledge retrieval tasks to help embed learning. Capital cultural links are made through class discussion and watching of documentaries to help embed knowledge further. Students are also encouraged to become more independent learners and participate in research tasks. Students are then required to apply their knowledge to exam questions.</p>	
Spring	<p>Continue with Unit 1 Coursework, start Unit 3 (Health, safety and security in health and social care) Exam unit after Unit 2 sat in Jan</p> <p>Unit 1</p> <p>LO3 - Understand how a person-centred approach builds positive relationships in health, social care or childcare environments</p> <p>LO4 - Be able to use communication skills effectively to build positive relationships in a health, social care or childcare environment</p> <p>Unit 3 –</p> <p>LO1 Understand potential hazards in health, social care and child care environments</p> <p>LO2 Understand how legislation, policies and procedures promote health, safety and security in health, social care and childcare environments</p> <p>LO3 Understand the roles and responsibilities involved in health, safety and security in health, social care and childcare environments</p> <p>LO4 Know how to respond to incidents and emergencies in a health, social care or childcare environment</p>		

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Summer	<p>Unit 1 - Mop up of any outstanding coursework/corrections Unit 1 ready to submit for external moderation at the beginning of May Preparation for Unit 3 exam in May/June and resits for Unit 2 if needed</p> <p><u>June- Start Year 13 Coursework Unit 24 – Public Health</u></p> <p>Unit 24 – LO1 Understand systems for the protection and promotion of public health LO2 Understand public health strategies</p>		<p>Unit 24 – Links to history, watching a series of different videos that explains the links between the origins of public health and the industrial developments going on in the country</p>
Year 12 End Point	<p>At the end of Year 12 students are entered for Certification in the course. This gives them a qualification based on the units completed in Year 12. Students will then make a start on Year 13 Unit 24.</p>		