Health and Social Curriculum Intent

At The Kingsway School, we believe the study of Health and Social Care is important because it aims to provide students with essential subject knowledge of health and social sectors, whilst developing transferable skills which will be advantageous for their future employability.

The foundations of Health and Social Care are built on a fundamental understanding of todays ever changing society and how these changes effect the functioning of our systems.

The core knowledge that learners are expected to acquire in the Health and Social curriculum is based around the principles of Health and Social Care. This includes topics such as rights of the individual, abuse, safeguarding, infection, equality, life stages and cultural, economic, social factors that affect growth.

Learners are then expected to apply this knowledge in a number of ways. Students will complete two pieces of coursework, one in Y10 and one in Y11, worth 60% of their overall grade. The remaining 20% of their grade will be based on a 1 hour 15 minute exam at the end of Y11.

As part of the Health and Social curriculum, learners are provided with a range of high quality academic texts with the aim of boosting their cultural capital and enhancing their knowledge of the current world in which they live. In addition to this, pupils are given opportunities for rich discussion around topics such as, security and safety, inequalities, drug and substance abuse, laws and culture. The Health and Social curriculum supports our young people to deepen their understanding of the world around them via looking in depth at real life examples and by giving them a set of skills which are advantageous when applied to a range of careers . We nurture learners' curiosity by encouraging students to apply their own knowledge of real life situations to each topic, meaning that their knowledge of the outside world is always relevant and celebrated. We also support pupils to be compassionate and keep each other safe by understanding the principles of care. The students can apply these principles in day to day life. Throughout our curriculum we encourage inclusiveness and diversity. Over the two years students gain a rich understanding of how we can support individuals adversities and individuals needs. Fundamentally, the study of Health and Social Care at The Kingsway School will enable our young people to positively contribute to society because they will have a complex understanding of what is required to be a caring and compassionate individual, not only in Health Social Care settings but in day to day life.

Subject: Year 10 Health and Social Care

Year 10 Curriculum Intent:

During Y10 , students will acquire an understanding of the foundations of Health and Social Care. In Year 10 students will apply this by completing a piece of coursework worth 40% of their overall grade. This piece of coursework will be based on their knowledge and understanding of:

- **Health and Social Care Settings**
- **Life Stages**
- **Cultural, Social, Economic, impacts on the individual**
- **Physical, Intellectual, Emotional and Social Impacts on the individual**
- **Knowledge of OCR-set assignment and the coursework writing process**
- **Ability to apply knowledge to the set assignment**

	Scheme 1: R033	Scheme 2: R032

Acquire	• **Knowledge of Health and Social Care Settings- Their function and purpose** • **Life Stages- Early childhood, adolescence, early adulthood, middle adulthood, elderly adulthood** • **Cultural, Social, Economic, impacts on an individuals growth and development** • **Physical, Intellectual, Emotional and Social Impacts on an individuals growth and development** • **What is an unstructured interview- Why are they used, what kind of data do you collect from unstructured interviews ?** • **Knowledge of OCR-set assignment and the coursework writing process**	• **The rights of service users in health and social care settings** • **Person-centred values** • **Effective communication in health and social care settings** • **Protecting service users and service providers in health and social care settings.** • **Legislation and how it affects Health and Social Care settings** • **Different types of abuse and how they are recognised** • **Different types of infection and how they are prevented** • **Safety and security measures in Health and Social Care Settings** • **Safeguarding- What is it and how does it protect people ?**
Apply	Analysis and completed of the OCR Set Assignment Brief resulting in a fully completed piece of coursework worth 30% of students overall grade. They were complete tasks on the following: • Task 1- How factors affect growth and development • An unstructured interview based on an individuals milestones and life events • Justifying a source of support for an individual	Effectively apply their knowledge of how to protect service users in Health and Social Care and what settings have to consider to be functional to complete their exam at the end of Y11. They will need to apply their knowledge to do the following: • Make accurate inferences to real life examples of safeguarding/abuse • Research and analyse cases of infection • Developing presentation skills and delivery for Legislation presentation • Justify key points which will enhance exam technique • Independently answer exam questions • Evaluate key findings and provide opportunity to understand why Health and Social Care Settings Operate the way they do. • Develop PEE paragraph skills for long mark questions • Develop teamwork skills by presenting in group

Vocabulary	• Physical • Intellectual • Emotional • Social • Adolescence • Menopause • Cultural • Economic • Environmental • Life Stages • Unstructured Interview • Consent	• Safeguarding • Respond, Record, Refer, Recognise • Legislation • Equality • Diversity • Service User Rights • Protected Characteristics • Infection prevention • Safety and Security Measures • Specialised Communication • Makaton • Braille • Sign Language
Assessment	Schema 1: R033- 30% of grade on coursework- Schema 2:R032- Y10 PPE Mock	

Subject: Year 11 Health and Social Care		
Year 11 Curriculum Intent: In Y11 students will complete a further 40% of their grade by completing another piece of coursework based on the knowledge they will acquire on creative activities and therapies. The remaining 20% of their grade will be decided by an exam sat at the end of Y11. This exam will be based on the principles of Health and Social Care as well as how to care for an individual. By the end of Y11 students should be able to use the knowledge acquired over the two years to be able to do the following: • Creative activities and their benefits • Creative therapies and their benefits • How to plan and deliver a creative actively effectively and safely • Topic Area 1 The rights of service users in health and social care settings • Topic Area 2 Person-centred values • Topic Area 3 Effective communication in health and social care settings • Topic Area 4 Protecting service users and service providers in health and social care settings		
	Scheme 1: R034	Scheme 2: R032
Acquire	• Different types of creative activities and their benefits for the individual • Different types of creative therapies and their benefits for the individual	• The rights of service users in health and social care settings • Person-centred values • Effective communication in health and social care settings

	• How to deliver a successful creative activity to an individual or group • How to follow a set OCR assignment and adhere to coursework rules and regulations.	• Protecting service users and service providers in health and social care settings. • Legislation and how it affects Health and Social Care settings • Different types of abuse and how they are recognised • Different types of infection and how they are prevented • Safety and security measures in Health and Social Care Settings • Safeguarding- What is it and how does it protect people ?
Apply	Students will apply their knowledge of creative activities and creative therapies to carry out a piece of coursework worth 60 marks. For one of the tasks students will have to recommend a creative activity that they think meets the service user needs discussed in the assignment scenario. After they have chosen an activity, they must justify why this appropriate for the assignment brief. They then must plan and deliver a creative activity that they will be assessed on. They will then have to evaluate their task based on feedback. Finally they will have to choose a creative therapy that is appropriate for the service user referred to in the assignment brief.	Know and understand the operational requirements of the workflow of the front of house and the catering kitchen Learners will identify large and small scale, powered and non powered equipment within catering provision/kitchens. Learners should identify the documentation and administration requirements used in a catering kitchen and the typical dress code requirements for front and back of house establishments. Evaluate customer requirements in hospitality and catering and explain how provisions meets the requirements of customer needs (catering, equipment, accommodation), customer rights and inclusion (disability) and equality.
Vocabulary	Creative Therapy Creative Activity Service User Time Plan Resources Health and Safety Work Act Risk Assessment Justification Analysis Evaluation	Safeguarding Respond, Record, Refer, Recognise Legislation Equality Diversity Service User Rights Protected Characteristics Infection prevention Safety and Security Measures Specialised Communication Makaton Braille Sign Language
Assessment	R034- Creative Therapies and Activities Assignment Worth 30% Students must complete the following tasks- • Plan and deliver a creative activity for a service user	R032- Y11 Summer Examination- 40% of overall grade

	● Evaluate creative activity based on feedback from teacher and peers ● Plan a creative therapy for the service user described in the assignment brief	