

Health and Social Care - Curriculum Intent – 2022-2023

We follow OCR Cambridge Nationals level 1/2. This means students will be graded Pass/Merit/Distinction at either level 1 or 2, which is equivalent to the performance points at GCSE. The aim of the qualification is to inspire students to learn about the principles of care, supporting individuals through life events and understand and apply the fundamental principles of person-centred values. They will learn how to think creatively, innovatively, develop independence and confidence in using skills that will be relevant to the health and social care sector. The course will be assessed internally (60%) and externally (40%).

Cross curricular and how Key stage 3 can prepare for key stage 4?

Students can apply their knowledge from key stage 3 in the following cross curricular links.

- Science – Anatomy, puberty, and the development of life stages.
- English-communication, speech and language, literacy.
- Geography- Poverty, social, environmental, and economical factors.
- History--NHS, Public Health, poverty, culture.
- PSHE- Puberty, cultural differences, language barriers, equality and diversity, health, and safety. .
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- Art, Design and Technology- crafts, colours, creative activities.
- Music and Performing Arts-music therapy and role play, poetry, literacy
- PE-fine and gross motor skills development, exercise and weight management, diet, and lifestyle choices Life skills- weight and diet related illnesses.
- ICT- power point, word processing, research skills.
- Maths – Ratio, space, measurements, capacity, and percentages.

What will our students study in year 10 and 11?

Year 10

RO34 Creative and therapeutic activities

In this unit students will learn how to explore the different types of creative and therapeutic activities that are available and understand how those involved enjoy the experience along with the physical, intellectual, emotional and social benefits of taking part. Enabling the development of work-related skills that are essential for working with adults or children through the use of a range of activities and therapies that are available in health, and social care settings and understand the of these.

- Therapies and their benefits
- Creative activities and their benefits
- Plan a creative activity for individuals or groups in a health or social care setting.
- Deliver a creative activity and evaluate your own performance

RO33 Supporting individuals through life events

In this unit students will learn about life stages and the factors/influences that effect the growth and development of individuals. They will understand expected and unexpected life events and the impact these will have on physical, social, emotional and socio-economic aspects of an individual's life.

- Life stages
- Impacts of life events
- Sources of support

Year 11

RO32 Principles of care in health and social care settings

In this unit students will learn about the importance of the rights of service users, person-centred values and how to apply them in health or social care settings. Learning about the importance of effective communication skills when providing care and support for service users in health and social care settings and the procedures and measures used to protect individuals such as safeguarding, hygiene and security.

- 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

Curriculum Plan 2 year

Curriculum Plan 2 year						
Year 10	September – October Half Term	October – December	January - February	February - April	April - May	June-July
	<p>R034 1.1, Types of therapies – sensory, cognitive, expressive and physical. Benefits PIES.</p> <p>R034 Working on OCR-set assignment Task 4</p> <p>R034 - 2.1 - Types of creative activities, physical, intellectual/ cognitive, emotional, social, sensory and imaginative – PIES benefits</p> <p>R034 - 3.1 – Individual abilities /</p>	<p>R034 2.1, Working on OCR-set assignment Task 1</p> <p>R034- 3.2 How to plan a creative activity to meet individual needs.</p> <p>R034- 4.1 /4.2 Skills/ personal qualities Deliver the activity.</p> <p>R034 – 4.3 Evaluation- feedback and reflection</p> <p>R034 4.1(s)-4.3(s) Working on Task 3 and 4</p>	<p>R033: Supporting individuals through life events</p> <p>1.1 Know the different life stages (childhood, adolescence, adulthood and older adulthood). Benefits of PIES. Factors affecting growth and development across the life stages (physical, social/emotional and economic). How the growth and development of an individual is affected by physical, social/emotional and economic factors.</p> <p>1.1 Gain skills to complete OCR set assignment</p>	<p>2.1 Life events and their impacts on individuals Expected and unexpected life events (physical events, relationships changes, life events) Impact of life events on individuals (PIES and financial). Identifying individual’s needs based on the impacts of life events.</p> <p>2.1 Gain skills to complete OCR set assignment</p>	<p>3.1 Sources of support that meet individual needs Sources of support (formal, informal and charities). The roles of practitioners in providing support. The roles of informal care givers in providing support. How practitioners meet individual needs. Research and recommend personalised support based on individual needs.</p>	<p>R033 Working on OCR-set assignment Task 1</p> <p>1.1 Know the different life stages (childhood, adolescence, adulthood and older adulthood). Benefits of PIES. Factors affecting growth and development across the life stages (physical, social/emotional and economic). How the growth and development of an individual is affected by physical, social/emotional and</p>

	PIES Gender and benefits of the activities for the individual.				3.1 Gain skills to complete OCR set assignment.	economic factors.
Year 11	September – October half term	October - December	January – February	February – April	April – May	June- July
	<p>R033 Working on OCR-set assignment Task 2</p> <p>2.1 Life events and their impacts on individuals Expected and unexpected life events (physical events, relationships changes, life events) Impact of life events on individuals (PIES and financial). Identifying</p>	<p>R033 Working on OCR-set assignment Task 3</p> <p>3.1 Sources of support that meet individual needs Sources of support (formal, informal and charities). The roles of practitioners in providing support. The roles of informal care givers in providing support. How practitioners meet individual needs. Research and recommend</p>	<p>R032 (M) 1.1 Types of care settings, 1.2 The rights of service users</p> <p>R032 (M) 1.3 The benefits to service users' health and wellbeing when their rights are maintained</p> <p>R032 (M) 2.1 Person-centred values and how they are applied by service providers</p> <p>2.2 Benefits of applying the person-centred values</p>	<p>R032 (M) 2.3 Effects on service users' health and wellbeing if person-centred values are not applied</p> <p>R032 (M) 3.1 The importance of verbal communication skills in health and social care settings 3.2 The importance of non-verbal skills in health and social care settings 3.3 The importance of active listening in health and social care settings</p>	<p>R032 (M) 3.5 The importance of effective communication in health and social care settings R032 (M) 4.1 safeguarding, 4.2 infection prevention</p> <p>R032 (M) 4.3 safety procedures and measures, 4.4 how security measures protect service users and staff</p>	

	individual's needs based on the impacts of life events.	personalised support based on individual needs.		3.4 The importance of special methods in health and social care settings		
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Assessment Plan – Trust Wide internal verification – Year 10

Task	Draft one completion	Final submission	Internal Moderation	Trust Wide moderation
Task 4 – Therapies and their benefits	October half term	Deadline 31 st of January	Tbc	November 16 th 2022 (face to face moderation)
Task 1 – Plan a creative activity	Christmas term	Deadline 31 st of January	Tbc	Teams Moderation December – January TBC Deadline 31 st of January
Task 2 – Deliver the planned creative activity	Christmas term	Deadline 31 st of January	Tbc	Teams Moderation December – January TBC Deadline 31 st of January
Task 3 – Evaluate your own performance	Christmas term	Deadline 31 st of January	tbc	Teams Moderation December – January TBC Deadline 31 st of January



GREENWOOD
ACADEMIES TRUST

Child Development - Curriculum Intent – 2022-2023

We follow OCR Cambridge Nationals level 1/2. This means students will be graded Pass/Merit/Distinction at either level 1 or 2, which is equivalent to the performance points at GCSE. The aim of the qualification is to inspire students to learn about the social, physical, and intellectual development of a child 0-5 years, as well as dietary guidelines and equipment children of this age require. Students will develop knowledge about the roles and responsibilities that come with parenthood- from reproduction and pregnancy- through to preparation for birth. They will understand how a baby can develop and thrive in the right conditions. Throughout the course students will acquire transferable skills in research, evaluating, analytical and critical thinking. The course will be assessed internally (60%) and externally (40%).

Cross curricular and how Key stage 3 can prepare for key stage 4?

Students can apply their knowledge from key stage 3 in the following cross curricular links.

- Science -anatomy, conception and foetal development, medication, life and death, abortion.
- English-communication, speech and language development, story time and reading.
- Geography- famine and poverty, demographics.
- History--NHS, Public Health, poverty, culture.
- PSHE-cultural differences, language barriers, sex education, equality and diversity, health and safety.
- Art, Design and Technology- crafts, colours, creative activities.
- Music and Performing Arts-nursery rhymes and role play.
- PE-fine and gross motor skills development, exercise and weight management, diet and lifestyle choices Life skills- Pregnancy and birth, weight and diet related illnesses.
- ICT- power point, word processing, research skills.
- Maths – Ratio, space, measurements, weights, capacity and percentages

What will our students study in year 10 and 11?

Year 10

R058 Create a safe environment and understand the nutritional needs of children from birth to five years

In this unit students will learn how to create a safe environment for children from birth to five years in childcare setting and choose equipment that is suitable and safe for use. They will also learn about children's nutrition and dietary needs.

Topics include:

- creating a safe environment in a childcare setting
- choosing suitable equipment for a childcare setting
- nutritional needs of children from birth to five years.
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R059 (Mandatory) Understand the development of a child from one to five years

In this unit students will learn the physical, intellectual and social development norms for children from one to five years. They will understand the importance of creating plans and providing different play activities to support children in their development.

Topics include:

- physical, intellectual and social developmental norms from one to five years
- stages and types of play and how play benefits development
- observe the development of a child aged one to five years

Year 11

R059 (Mandatory) Understand the development of a child from one to five years

In this unit students will learn the physical, intellectual and social development norms for children from one to five years. They will understand the importance of creating plans and providing different play activities to support children in their development.

Topics include:

- physical, intellectual and social developmental norms from one to five years
- stages and types of play and how play benefits development
- observe the development of a child aged one to five years
- plan and evaluate play activities for a child aged one to five years for a chosen area of development.

R057 (Mandatory) Health and well-being for child development

Topics include:

- pre-conception health and reproduction
- antenatal care and preparation for birth
- postnatal checks, postnatal care and the conditions for development
- childhood illnesses and a child safe environment.

(40%) of the course.

- plan and evaluate play activities for a child aged one to five years for a chosen area of development.

R057 (Mandatory) Health and well-being for child development

Topics include:

- pre-conception health and reproduction
- antenatal care and preparation for birth
- postnatal checks, postnatal care and the conditions for development
- childhood illnesses and a child safe environment.

Curriculum Plan 2 year						
Year 10	September – October Half Term	October – December	January - February	February - April	April - May	June-July
	<p>R058: Choosing suitable essential equipment for a childcare setting.</p> <p>R059: Expected development norms</p> <p>R057 How to ensure a child-friendly safe environment</p>	<p>R058: Current Government dietary recommendations for healthy eating for children from birth to five years, Essential nutrients and their functions for</p>	<p>R058: Plan and preparing a feed/meal and how to evaluate planning and preparation of a feed/meal</p> <p>R059: Expected development norms</p> <p>R058 complete OCR-set assignment and submit</p> <p>(Moderation window January – all schools)</p>	<p>R059: Expected development norms</p> <p>R059: The stages and types of play activity - How play benefits development</p>	<p>R059: The stages and types of play activity - How play benefits development</p> <p>R059: Ways to observe and record the development of a child</p>	<p>R059: The stages and types of play activity - How play benefits development</p> <p>R059: Ways to observe and record the development of a child</p>

Year 11	September – October half term	October - December	January – February	February – April	April – May	June- July
	R059: Ways to observe and record the development of a child	R059: 4.1 Planning and evaluating play activities. R059 4.1 Planning and evaluating play activities	(R059: Moderation window) R057 Factors affecting pre-conception health for woman and men R057 The structure and function of the reproductive systems, How reproduction takes place. R057: Postnatal checks, postnatal	R057: Types of contraception methods and their advantages and disadvantages R057: Recognise general signs and symptoms of illness in children	R057: The signs and symptoms of pregnancy - Antenatal care and preparation for birth R057: How to meet the needs of an ill child R057 Exam revision	

			care and the conditions for development			
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Assessment Plan – Trust Wide internal verification – Year 10

Task	Draft one completion	Final submission	Internal Moderation	Trust Wide moderation
Task 2 – Identify and prevent accidents	w/c – 18 th July	w/c – 12 th September	September	8 th November
Task 1 – Choose essential equipment for little blooms nursery	w/c – 26 th September	w/c – 17 th October	October	8 th November
Task 3 – Recommend healthy meal choices	TBC	TBC	TBC	December Teams
Task 4 – Plan, prepare and evaluate a feed or your meal choice	TBC	TBC	TBC	December Teams