

Health, Social Care & Child Development

Intent:

The Health, Social & Child Care department at Rodillian Academy aims to equip students with specialist knowledge and skills for everyday life and how to meet the needs of individuals across a range of health, social and early year settings. In Health & Social Care students will understand and be able to apply the fundamental principles and concepts of the rights of individuals, person-centred values, effective communication and how to protect individuals. The Child Development course provides students with the knowledge and understanding to become well rounded adults who can nurture children through their own personal lives or as a professional. We aim to provide students with the knowledge to understand the importance of reproduction, antenatal care, postnatal care and how to safely look after a young child to give them the best start in their lives. Students will develop transferable skills which will enhance their employability and contribute to both their personal development and future economic well-being.

KS3, the curriculum is structured to initially engage students in some of the concepts of Health, Social & Child Care in a Pre-option.

KS4, our students follow the OCR Cambridge National L1/2 Health and Social Care course and/or the OCR Cambridge National L1/2 development course. These develop the student's independence and confidence in using skills that would be relevant to the health, social and child care sectors and develop learning and skills that can be used in other life and work situations. Such knowledge and skills include: communicating effectively with individuals or groups; researching topics and recording research sources; interpreting findings and presenting evidence and planning & delivering practical tasks. Both courses consist of 2 coursework units (60%) and 1 terminal external assessment (40%).

KS5, the Level 3 OCR Cambridge Technicals in Health and Social Care allows students to undertake either the Extended Certificate or Diploma qualification which uses direct experience to help students develop the underpinning knowledge as well as practical and personal skills required to work in this sector. Students complete a variety of units which include: equality, diversity & rights; health, safety & security; anatomy & physiology; infection control and nutrition for health. They explore how positive relationships are built and develop skills that will enable them to deliver person-centred care and support to meet the needs of a variety of service-users. Units consist of a combination of internally assessed coursework and externally assessed examinations.

Implementation:

Term	Year 7			Year 8			Year 9 Pre-Option (H&S/CD)		
	Topic	Knowledge	Skills/Assessment	Topic	Knowledge	Skills/Assessment	Topic	Knowledge	Skills/Assessment
Term 1							<p>Introduction to Health, social and child care careers Gatsby benchmark 3, 4 & 5</p>	<p>Students will gain knowledge of the range of careers that they can do within the health, social and child care sectors. They will identify the skills that are required and match their personal skills and interests to a suitable career. Students will participate in the NHS Step into the NHS project</p>	<p>Students learn to reflect on their personal skills and interests</p> <p>Students will develop communication skills</p>
							<p>Introduction to life stages & PIES Gatsby benchmark 4</p>	<p>Students will gain knowledge of the different life stages:</p> <ul style="list-style-type: none"> • Infancy (0-2years) • Early Childhood (3 - 8years) • Adolescence (9-18 years) • Early & Middle adulthood (18 - 65 years) • Late adulthood (65+ years) <p>Students will gain knowledge of the development of P.I.E.S through each life stage</p>	<p>Students will develop research skills and be able to present relevant information</p>
Term 2							<p>Introduction to a Healthy Society – Public health campaigns Gatsby benchmark 4</p>	<p>Students will develop knowledge of the current health challenges. They will know what public health organisations are and how they campaign to improve public health. Students will gain knowledge of how to plan, lead and evaluate a health campaign</p>	<p>Students will be able to research current public health issues</p> <p>Students will be able to plan, lead and evaluate a health campaign</p>
							<p>Introduction to preparing for a new-born</p>	<p>Students will gain knowledge of the importance of pre-</p>	<p>Students will be able to compare</p>

							<p>Gatsby benchmark 4</p>	<p>conception health and how to lead a healthy pregnancy. Students will explore the different equipment that is required for a new born and how to prepare for the birth</p>	<p>and contrast different types of equipment and make conclusions</p>
<p>Term 3</p>							<p>Introduction to caring for a new born – 1-year olds Gatsby benchmark 4</p>	<p>Students will gain knowledge of how to care for a new-born. They will learn how to monitor the baby’s health, how to meet the nutritional needs of the baby and how to provide the right conditions for growth. They will gain knowledge of common childhood illness and accidents and know how to prevent/treat them</p>	<p>Student will be able to apply theory to real life situations</p>
							<p>Introduction to development of a child up to 5 years old Gatsby benchmark 4</p>	<p>Students will understand the development of a child from 0 – 5 years old in terms of P.I.E.S. They will gain knowledge of the different types of play activities and how they aid the development of a child</p>	<p>Students will be able to plan, lead and evaluate a play activity</p>

Term	Year 10/11 OCR Cambridge National L1/2 Health & Social Care (1 year)			Year 10/11 OCR Cambridge National L1/2 Child Development (1 year)		
	Topic	Knowledge	Skills/Assessment	Topic	Knowledge	Skills/Assessment
Term 1	RO33 Supporting individuals through life events (30%) NEA 6 lessons a week January assessment series Gatsby benchmark 4	In this unit students will learn about life stages and the factors that affect them. They will understand expected and unexpected life events and the impact they will have on physical, social/emotional, and socio-economic aspects in an individual's life. They will research the service providers and practitioners that can support individuals, recommend support, and justify how this will meet the needs of a specific individual.	Students will develop the skill of how to describe, explain and justify. Students will develop the skills involved in project management such a planning, researching and reviewing. Students will develop effective communication skills and know how to interview	R058 Create a safe environment and understand the nutritional needs of children from birth to five years (30%) NEA 6 lessons a week January assessment series Gatsby benchmark 4	In this unit you will learn how to create a safe environment for children from birth to five years in childcare settings. Students will know what equipment is suitable and safe for use and will learn about children's nutrition and dietary needs	Students will develop the skill of how to describe, explain and justify. Students will research and make conclusions Students will develop the skills involved in project management such a planning, researching and reviewing.
	Term 2	RO35 Health Promotion Campaigns (30%) NEA 6 lessons a week June assessment series Gatsby benchmark 4	In this unit students will have the opportunity to explore the various public health challenges the country faces, the approaches used to encourage health and wellbeing and the importance of this to society. They will understand the factors affecting a healthy lifestyle so that campaigns can be designed to target different groups of people. They will also learn how to plan and deliver their own small-scale health promotion campaign and how to evaluate their planning and delivery.	Students will develop the skill of how to explain and evaluate. Students will develop the skills involved in running a campaign such a planning, meeting deadlines, safety consideration and gaining feedback. Students will demonstrate effective communication skills when presenting information	R059 Understand the development of a child from one to five years (30%) NEA 6 lessons a week June assessment series Gatsby benchmark 4	In this unit students will learn the physical, intellectual and social developmental 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.

Term 2-3

R032
Principles of care in health & social care settings (40%)
6 lessons a week
Terminal assessment – June assessment series
Gatsby benchmark 4

In this unit students will learn about the importance of the rights of service users, person-centred values and how to apply them. They will also learn 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.

Students will develop knowledge and be able to apply their knowledge to real life scenarios

Students will develop the ability to write extended responses questions (6 marks and 8 marks)

R057
Health and well-being for child development (40%)
6 lessons a week
Terminal assessment – June assessment series
Gatsby benchmark 4

In this unit students will learn about the importance of pre-conception health and reproduction, antenatal care and preparation for birth. They will learn about postnatal care and the conditions in which a child can thrive.

Students will develop knowledge and be able to apply their knowledge to real life scenarios

Students will develop the ability to write extended responses questions (6 marks and 8 marks)

Term	Year 12 (Extended Certificate)			Year 13 (Diploma)		
	Topic	Knowledge	Skills	Topic	Knowledge	Skills
Term 1	Unit 1: Building Positive Relationships (NEA) January assessment series Gatsby benchmark 4	This unit aims to introduce students to the many different relationships that are encountered in the H & S care settings. Students know what effective communication is and how to build positive relationships considering different factors & contexts. They will also be introduced to the concept of the person-centred approach.	Students will develop the skill of being able to explain, analyse and justify Students will demonstrate effective communication skills in 1 to 1 and group scenarios. Students will apply knowledge to real life scenarios	Unit 4: Anatomy & Physiology (externally assessed examination) January series Gatsby benchmark 4	This unit aims to develop knowledge of the basic structure and function of body systems. Students will understand that these systems can go wrong and will know the symptoms, tests, treatment and monitoring of these malfunctions.	Students will identify, describe and explain the structure and function of body systems. Students will analyse the impact of malfunctions on an individual's daily life Students will research a range of NHS resources
	Unit 2: Equality, diversity and rights in health & social care (externally assessed examination) January series Gatsby benchmark 4	This unit aims to help students understand the implications of diversity on practice and the effects that discriminatory practice can have on individuals who require support. They will know what strategies can be used to promote equality, respect and diversity.	Students will develop the ability to recognise good and discriminatory practice. Students will use their own judgements and decision-making skills to choose appropriate response to care situations and determine a course of action.	Unit 6: Personalisation (externally assessed examination) January series Gatsby benchmark 4	In this unit students will develop an understanding of the values that underpin a person-centred approach to care. They will learn to challenge their preconceptions. They will explore how changes over time in attitudes and policy have resulted in H & S care professionals adopting a person-centred approach to care.	Students will be able to define, identify, analyse and evaluate Students will use practical tools and approaches that are used by professionals in their work.
				Unit 14: The Impact of Long-Term Physiological Conditions (NEA) January series Gatsby benchmark 4	This unit aims to provide students with the knowledge to be able to support individuals with long term physiological conditions in planning	Students will describe and explain long term physiological conditions Students will analyse local services and

					<p>their care and support. They will know types, causes and effects of these conditions and the impact on their day to day lives.</p>	<p>evaluate the impact of current frameworks</p> <p>Students will develop debating skills in considering moral and ethical conflicts</p>
<p>Term 2</p>	<p>Unit 3: Health, Safety & Security (externally assessed examination) June series Gatsby benchmark 4</p>	<p>This unit aims to introduce students to health, safety and security in H & S care. They will acquire knowledge of how to maintain a safe working environment for themselves, colleagues and those that require support. They will learn how legislation, policy and procedures work to reduce risks. They will learn how to respond to different incidents and emergencies in H & S care settings</p>	<p>Students will be able to effectively carry out risk assessments</p> <p>Students will apply appropriate legislation to real life scenarios</p> <p>Students will be able to identify, describe and analyse</p>	<p>Unit 13: Sexual Health, Reproduction and Early Development Stages (NEA) June series Gatsby benchmark 4 & 5</p> <p>Unit 17: Supporting People with Mental Health Conditions (NEA) June series Gatsby benchmark 4</p>	<p>This unit aims to develop knowledge of the development from conception to 1 years old. It also provides a greater understanding of the importance of sexual health and contraception. Students will gain knowledge of pre-natal health, the stages of pregnancy and the factors that can impact on this.</p> <p>This aim of this unit is to enable students to be able to support individuals with mental health conditions and to plan care that suits their needs. Students will develop knowledge of the meaning of mental health, mental health needs and consider how it can be promoted and supported. The unit introduces themes of inclusion, human rights, advocacy, empowerment and active participation</p>	<p>Students will be able to describe and explain sexual health and early development stages</p> <p>Students will analyse and evaluate the effectiveness of different approaches</p> <p>Students will be able to research and apply content to real life scenarios</p> <p>Students will be able to describe different mental health conditions.</p> <p>Students will suggest types of treatments and services that can support an individual with mental health conditions</p> <p>Students will be able to make comparisons between different types of treatments and services</p>

Unit 24: Public Health (NEA)
January series
Gatsby benchmark 4

This unit aims to develop and understanding of the ways the public health and well-being is promoted in order to benefit society as a whole and to reduce health inequalities. Students will gain an understanding of current public health strategies and initiatives and consider the effectiveness and the implications of health policy for the wider population

Students will summarise the origins public health policy and legislation

Students will explain strategies and the role of national organisations & professionals

Students will research and then analyse the effectiveness of public health strategies

Unit 18: Caring for Older People (NEA)
June series
Gatsby benchmark 4 & 5

This unit aims to enable students to support older people in planning their own care and support suitable to their needs. It will develop an understanding of the ageing process and the role of health and social care workers in supporting older people. Students will be introduced to a range of the policy and legislation that guides our work with older people.

Students will describe and explain the ageing process and common conditions

Students will compare and contrast theories of ageing

Students will research stereotypes and attitudes that people hold towards older people and analyse the impact of the media