**Southmoor Academy**

 **GCSE Health & Social Care Curriculum**

**Achieve Aspire Enjoy**

**Aim**

Here at Southmoor Academy, we aim to securely equip **all** of our students for life beyond school as successful, confident, responsible and respectful citizens. We believe that education provides the key to **social mobility** and our curriculum is designed to build strong foundations in the knowledge, understanding and skills which lead to **academic and personal success**. We want our students to **enjoy** the challenges that learning offers.

Our aims are underpinned by a culture of **high aspirations**. Through developing positive relationships, we work towards every individual having a strong belief in their own abilities so that they work hard, build resilience and **achieve** their very best.

**Intent**

The Level 2 Technical Award in Health and Social Care will enable learners to develop knowledge, understanding and skills in relation the health and social care sector. This qualification will be delivered as part of the curriculum for learners studying at Key Stage 4.

The qualification gives a broad and sufficiently in-depth base from which Level 2 learners at Stage 4 in their compulsory education can begin to make informed decisions concerning future career goals and aspirations. This programme of study promotes ‘widening participation’ through vocational opportunities for further study. By completing three extensive core mandatory units, learners will explore key areas within health and social care in order to establish a firm foundation from which future knowledge can develop and grow.

To gain this qualification, learners must achieve a minimum of a Pass grade in each of the 3 internal mandatory coursework assessment units (externally set, internally marked) and a minimum of a Pass grade in the scenario based short answer examination (externally set, externally marked).

The curriculum includes formal teaching, in-class group/team activities, independent work, paired work, online computer projects and home learning opportunities. We regularly review content to ensure we continue to meet our curriculum aims. The curriculum should be enjoyable to students and it should bring the subject to life and inspire students to aim for a carer within the Health, Social or Early Years Education Sector. The aim is to encourage students to become responsible for their own learning, confident in discussing ideas, innovative and engaged.

**Sequence and structure**

Our curriculum is split over Key Stage 4 (years 9, 10 and 11).

**Our Key Stage 4 Psychology Curriculum includes the following areas of study:**

Currently (structure as of Year 9 September 2020 onwards)

The qualification will cover 3 core units.

**Unit One: An introduction to the health and social care sector (Year 9)**

This unit provides learners with a broad and in-depth knowledge base providing the opportunity to explore the

health and social care sector.

Areas included are:

* types of provision: function and purpose,
* job roles of health and social care practitioners
* access/referral procedures
* ever-changing care needs
* formal and informal care provision
* regulation and inspection.

**Unit Two: Professional practice and the health and social care practitioner (Year 9 & 10)**

This unit provides a broad, in-depth knowledge base from which learners can explore working practice in health and social care.

Areas included are::

* responsibilities, skills, behaviours and attributes of health and social care practitioners
* professional practice
* professional development
* legal frameworks, values and guidance
* components of person-centred practice
* teamwork and partnership working
* career pathways.

**Unit Three: Human growth and development through the life stages. (Year 10)**

This unit provides breadth and depth of knowledge and understanding in relation to human growth and development through the life stages.

Areas included are:

* stages of development from conception to birth
* potential effects on development of pre-conception experiences,
* pre-birth experiences and during birth experiences
* life stages: infancy, childhood, adolescence, early, middle and late adulthood
* holistic development
* theoretical perspectives
* factors impacting on human growth and development
* transition and significant life events across life stages
* the role of care planning in relation to meeting individual needs and promoting well-being.

Year 11 is spent applying the knowledge acquired over the 2 years, revision, and examination practice.

**How does our Curriculum cater for students with SEND?**

Southmoor Academy is an inclusive academy where every child is valued and respected. We are committed to the inclusion, progress and independence of all our students, including those with SEN. We work to support our students to make progress in their learning, their emotional and social development and their independence. We actively work to support the learning and needs of all members of our community.

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made that is additional to or different from that made generally for other children or young people of the same age. (CoP 2015, p16)

Teachers are responsible for the progress of ALL students in their class and high-quality teaching is carefully planned; this is the first step in supporting students who may have SEND. All students are challenged to do their very best and all students at the Academy are expected to make at least good progress.

In Health & Social Care, SEND support is provided by class teachers through differentiated teaching methods. Additional support is provided by the SENDCO and trained teaching assistants. We also have resourced provision for those students with HI.

**How does our curriculum cater for disadvantaged students and those from minority groups?**

As a school serving an area with high levels of deprivation, we work tirelessly to raise the attainment for all students and to close any gaps that exist due to social contexts. The deliberate allocation of funding and resources has ensured that attainment gaps are closing in our drive to ensure that all pupils are equally successful when they leave the Academy.

In Health & Social Care, each member of staff holds a teaching handbook that identifies disadvantaged pupils. Pupils are placed in the classrooms with careful consideration so that they receive high quality focus and support from staff and peers.

**How do we make sure that our curriculum is implemented effectively?**

Staff have regular access to professional development/training to ensure that curriculum requirements are met.

Curriculum resources are selected carefully and reviewed regularly.

**How do we make sure our curriculum is having the desired impact?**

* Lesson observations
* Learning walks
* Regular feedback from Teaching Staff during department meetings
* Regular feedback from Middle Leaders during curriculum meetings
* Pupil surveys
* Parental feedback