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| **Health & Social Care Curriculum Intent – Year 11 2023-24** | | | | | | | | |
|  | **Autumn Term** | | | | **Spring Term** | **Summer Term** | | |
|  | **1**  **September-October** | | **2**  **November-December** | | **1**  **January-February** | **2**  **February- March** | **1**  **April-May** | **2**  **June - July** |
| **Key Concepts** | **Unit R059: Understand the development of a child from one to five years** | | | | **Unit R057: Health and well-being for child development** | | | |
| **Knowledge & Understanding** | **Topic Area 2: Stages and types of play and how play benefits development**  -The stages of play.  -The types of play  -How play benefits development.  **Topic Area 3: Observe the development of a child aged one to five years**  -Observation and recording methods.  **Topic Area 4: Plan and evaluate play activities for a child aged one to five years for a chosen area of development**  **-**Plan and evaluate play activities | | | | **Topic Area 1: Pre-conception health and reproduction**  -Factors affecting pre-conception health for women and men.  -Other factors affecting the pre-conception health for women.  -Types of contraception methods and their advantages and disadvantages  - The structure and function of the reproductive systems  - How reproduction takes place  - The signs and symptoms of pregnancy  **Topic Area 2: Antenatal care and preparation for birth**  - The purpose and importance of antenatal clinics  - Screening and diagnostic tests  - The purpose and importance of antenatal (parenting) classes  - The choices available for delivery  - The role of the birth partner in supporting the mother through pregnancy and birth  - The methods of pain relief when in labour  - The signs that labour has started  - The three stages of labour and their physiological changes  -The methods of assisted birth  **Topic Area 3: Postnatal checks, postnatal care and the conditions for development**  - Postnatal check  - Postnatal care of the mother and baby  - The developmental needs of children from birth to five years  **Topic Area 4: Childhood illnesses and a child safe environment**  - Recognise general signs and symptoms of illness in children  - How to meet the needs of an ill child  - How to ensure a child-friendly safe environment | | | |
| **Assessment** | Mid Unit Assessment | Internal Moderation of coursework | | | Mid Unit Assessment | External Moderation of coursework | | End of topic assessment  Year 10 mocks exams |
| **Why this?** | In unit RO59 students will learn the expected developmental norms for children from one to five years. They will use observation and research techniques and skills to investigate these development norms and explore your findings. Students will also learn the importance of creating plans and providing different play activities to support children in their development.  In unit RO57 students will learn about the importance of both pre-conception health and creating conditions in which a child can thrive, including the prevention and management of childhood illnesses and creating a safe environment.  All coursework units are internally marked by teachers using the OCR marking criteria and guidance and must be externally moderated by the OCR-appointed moderator by the end of year 10. The externally assessed unit (RO57) must be taken as terminal assessment. This means that the exam for unit R057 must be taken at the end of the students’ course of study after all coursework has been completed and moderation which is why this is not started until the end of the year. Once coursework has been externally moderated student will begin to cover the content for their exam in the remaining time of the year. The exam unit is worth 40% of the final grade and each of the two coursework units are worth 30%.  This qualification does not require students to have prior knowledge. However, it builds on knowledge acquired during KS3 in; Biology studies on human reproduction, Food Technology studies on nutrition and healthy eating and Personal Development studies on sex education and pregnancy, personal growth, effects of smoking, alcohol and drug consumption. Previous experience on research, being able to evaluate and self-reflect, communication skills and assignment writing skills would also be beneficial, as this qualification builds up on those skills. | | | | | | | |
| **Why now?** |
| **Skills & Characteristics** | This qualification also allows students the opportunity to gain broad, transferable skills and experiences that can be applied as they progress into their next stages of study and life and to enhance their preparation for future employment.  Students will have the opportunity to develop the following skills that are transferable to different real-life contexts, roles or employment: ---  -Research skills: Research is a process of investigation using primary or secondary research techniques to help make decisions on an area of study.  -Communication skills: Good communication plays a key part in the success of everything we do as an individual or as part of a team. It is the ability to convey or share ideas and feelings effectively. This may well involve some planning and could be written or verbal, and formal or informal. | | | | | | | |
| **Aspirations & Careers** | This qualification is designed to meet the Department for Education’s characteristics for a Technical Award that is equivalent in size to a GCSEs  It fully equips students to progress onto other related studies, such as qualifications in Childcare or Health and Social Care as well as A levels in Biology, Psychology and Sociology. This qualification could also contribute towards meeting the entry requirements for training in midwifery, teaching, maternity care, nursing, and working with children in care. There are also many apprenticeship opportunities available within childcare and child development.  Adult care worker, Allied Health Profession Support, Healthcare science assistant, Maternity and Paediatric Support, Social Worker, Nurse, Doctor, Health Care Assistant, Activities Co-Ordinator, Outreach Worker, Occupational Therapist, Counsellor, Dietician, Teaching Assistant, Primary School Teac  her | | | | | | | |
| **End Points** | **Basic -(Lower Ability End Points**  Students will be able to:  -Recall, select and apply knowledge and understanding of basic aspects of health and social care.  -Present basic information, using limited terminology.  -Apply limited knowledge, understanding and skills to plan and carry out simple investigations and tasks and demonstrate basic communication skills.  -Review evidence and draw basic conclusions.  Create material which demonstrates a degree of planning, development and evaluation and limited practical skills.  **Unit R059: Understand the development of a child from one to five years**  **Topic Area 1 and 2: Physical, intellectual and social developmental norms from one to five years. Stages and types of play and how play benefits development**  - Brief explanation of the suitability of the chosen play activity considering:  • Area of development  • The stage and type of play  • The benefits to the child  **Topic Area 3: Observe the development of a child aged one to five years**  - Brief explanation of the suitability of the observation method chosen.  -Produces a record of an observation that gives limited detail about the development of the child.  - Identifies the stage of development the child has reached with a brief explanation of the comparisons to the expected developmental norms.  - Basic examples given for the  Comparisons  **Topic Area 4: Plan and evaluate play activities for a child aged one to five years for a chosen area of development**  - Produces a basic plan for the play activity.  - Consideration of aims being clear and relevant is basic  -Basic evaluation of the areas of success, strength and weakness of the planned play activity.  - Limited suggestions for changes or recommendations for improvements  - Limited use of findings from feedback and self-reflection. | | | **Clear -(Middle Ability End Points)**  - Students will be able to:  -Recall, select and apply sound knowledge and understanding of health and social care.  -Present information with some accuracy, using a range of terminology.  -Apply knowledge, understanding and skills in a range of situations to plan and carry out investigations and tasks, reviewing their solutions, and demonstrating sound communication skills  -Review evidence available, analysing and evaluating some information and making adequate adaptations to their methods.  -Make judgements and draw appropriate conclusions.  -Create material which reflects adequate planning, development and evaluation and an ability to demonstrate sound practical skills.  **Unit R059: Understand the development of a child from one to five years**  **Topic Area 1 and 2: Physical, intellectual and social developmental norms from one to five years. Stages and types of play and how play benefits development**  - Sound explanation of the suitability of the chosen play activity considering:  • Area of development  • The stage and type of play  • The benefits to the child  **Topic Area 3: Observe the development of a child aged one to five years**  -Sound explanation of the suitability of the observation method chosen  - Produces a record of an observation that gives sound detail about the development of the child.  - Identifies the stage of development the child has reached with a sound explanation of the comparisons to the expected developmental norms  - Sound examples given for the  comparisons.  **Topic Area 4: Plan and evaluate play activities for a child aged one to five years for a chosen area of development**  - Produces a sound plan for the play activity  - Consideration of aims being clear and relevant is sound.  - Sound evaluation of the areas of success, strength and weakness of the planned play activity.  - Adequate suggestions for changes or recommendations for improvements.  - Partial use of findings from feedback and self-reflection. | | | **Detailed -(Higher Ability End Points)**  Students will be able to:  -Recall, select and apply detailed knowledge and understanding of health and social care.  -Present information clearly and accurately, using a wide range of terminology.  -Apply relevant knowledge, understanding and skills in a range of situations to plan and carry out investigations and tasks effectively, reviewing their solutions, and demonstrating effective communication skills.  -Analyse and evaluate the evidence available, reviewing and adapting their methods where appropriate.  -Make reasoned judgements and substantiated conclusions.  -Create material which reflects effective planning, skilled development and perceptive evaluation as well as demonstrating practical skills at a high level.  **Unit R059: Understand the development of a child from one to five years**  **Topic Area 1 and 2: Physical, intellectual and social developmental norms from one to five years. Stages and types of play and how play benefits development**  - Comprehensive explanation of the suitability of the chosen play activity considering:  • Area of development  • The stage and type of play  • The benefits to the child  **Topic Area 3: Observe the development of a child aged one to five years**  - Comprehensive explanation of the suitability of the observation method chosen.  - Produces a record of an observation that gives comprehensive detail about the development of the child  - Identifies the stage of development the child has reached with a comprehensive explanation of the comparisons to the expected developmental norms  - Detailed examples given for the comparisons.  **Topic Area 4: Plan and evaluate play activities for a child aged one to five years for a chosen area of development**  -Produces a comprehensive plan for the play activity.  - Consideration of aims being clear and relevant is comprehensive.  - Comprehensive evaluation of the areas of success, strength and weakness of the planned play activity.  - Detailed suggestions for changes or recommendations for improvements  - Full use of findings from feedback and self-reflection. | |