

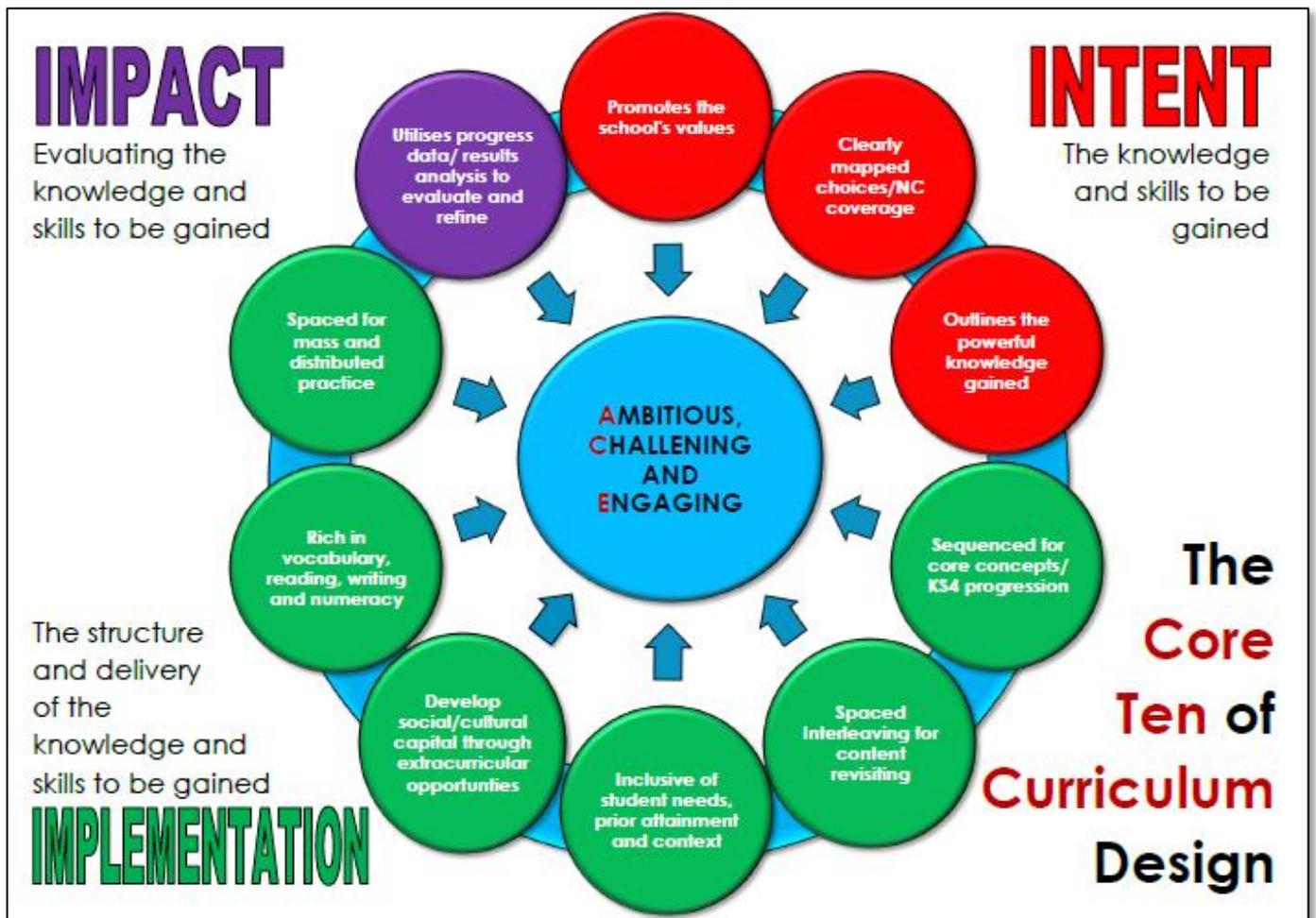
1. CURRICULUM INTENT OVERVIEW PLAN Key Stage 4

Subject: Health and Social Care

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THINKING PROCESS - CURRICULUM INTENT OVERVIEW PLAN (KS4)

Intent Statement – at Landau Forte Amington, we believe learning powerful knowledge helps students achieve and creates a fairer society.

How are you trying to accomplish this, with this Programme of Study (PoS)?

DEFINITION: Powerful Knowledge is described as knowledge which enriches students' lives and creates a fairer society by providing students with intellectual power. It is knowledge which support students in engaging with the world and communicating with people regardless of background or social standing.

The Health and Social Care (HSC) department provides students with an engaging, enriching and accessible curriculum for all our students that chose our subject. Our aim is build and develop our student's knowledge and skills surrounding HSC to therefore provide them with a deeper and more meaningful understanding of the importance of health and care. All students will be able to hone and develop their skills through theoretical and practical assessments to give them the opportunity to broaden their skills set.

Aims – what do you want pupils to be able to know and do by the time they finish this Programme of Study (PoS)?

We want our students to be able to demonstrate their new acquired knowledge articulately and thoroughly through their application and assessment of their understanding. We want our students to be able to use their new knowledge and skills to enhance their employment opportunities when they leave education and to give them more flexibility and confidence when thinking about their future career paths. We want the powerful knowledge they acquire to contribute to their personal development and their future economic well-being.

Academy Values – at Landau Forte Amington, we want students to be ambitious, brave and kind. How are these values promoted in this PoS?

Our students will need to be brave when completing new learning, accepting they will make mistakes and learn from them. Our students will be ambitious by always trying to increase the amount of detail in their answers and increase their knowledge. Our students will also need to be kind and supportive of other students, accepting of other people's mistakes and supporting others learning through helping in group tasks and sharing their ideas with the class.

KS4 Specification Choices – what topics are taught and does it ensure breadth and depth, as well as meet the requirements of the exam specification? (Please note - the sequencing of topics will be explored in the implementation overview, the main purpose at this stage is to know what is taught)

There are four units in total that need to be taught across a 2 year curriculum. The first two units consist of an exam unit and a mandatory, pre-selected, controlled assessment unit entitled R022- Communicating and working with individuals in health and social care settings. The exam unit is called R021- Essential values of care for use with individuals in care settings. This unit is a compulsory part of the course for all students to complete in exam conditions in four predetermined slots between year 10 and 11 (June and January series). Once students have completed R022 and had one attempt at the exam (June of year 10), they will then move onto the last two units of controlled assessment. The first is called R023- Understanding body systems and disorders. This unit works nicely alongside our science biology content as it explores how three different body systems function in the human body and the disorders that can afflict these systems. The rationale for this choice was simple. Students have to study a certain amount of human biology, as part of their science course, therefore this unit will help to strengthen and support their knowledge. The last unit is called R023- understanding the Nutrients needed for good health and allows students to study the benefits of a healthy balanced diet and the impact that a person's age and circumstances can have on their diet and health. This unit was chosen because again it covers similar content from our science biology course. It also provides students with the opportunity to devise, plan and cook a two course meal for a client with specific needs therefore adding an additional engagement factor for our students. There will be a second attempt, if needed, of the exam unit in January of year 11.

YEAR	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
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10	Unit/Topic	<p>R022- Communicating and working with individuals in health and social care settings</p> <p>LO1: Understanding how to communicate effectively</p>	<p>R022- Communicating and working with individuals in health and social care settings</p> <p>LO2: Understand the personal qualities that contribute to effective care</p>	<p>R021- Essential values of care for use with individuals in care settings</p> <p>LO1: Understand how to support individuals to maintain their rights</p>	<p>R021- Essential values of care for use with individuals in care settings</p> <p>LO2: Understand the importance of the values of care and how they are applied</p>	<p>R021- Essential values of care for use with individuals in care settings</p> <p>LO3: Understand how legislation impacts on care settings</p> <p>LO4: Understand how personal hygiene, safety and security measures protect individuals</p>	<p>R022- Communicating and working with individuals in health and social care settings</p> <p>LO3: Be able to communicate effectively within a health, social care and early years setting</p>
	Specification/ Assessment Objective	<p>Students must be taught about different types of communication methods that can be utilised in different care settings. Students must also be taught about the barriers that can prevent good communication and how these barriers can be overcome.</p>	<p>Students must also be taught about the necessary personal qualities that can/must be used in health and social care settings.</p>	<p>Students must be taught about the rights of individuals and how to maintain them. Students must also be taught about effective communication methods and how they can be used to support them. R022 previous knowledge can be used to support this.</p>	<p>Students must learn about the care values that underpin health and social care and how they must be applied and why it is vital that they are applied for adults and children.</p>	<p>Students must then learn about the legislation surrounding health and social care and how this impacts care settings. Students must then be taught about the importance of health, security and safety in every health and social care setting.</p>	<p>Students must then use all of their acquired knowledge to demonstrate, through a practical activity, how they would have a conversation with a specific individual whilst demonstration appropriate communication skills, overcoming barriers and using suitable personal qualities.</p>

11	Unit/Topic	<p>R023- Understanding body systems and disorders</p> <p>LO1: Know how body systems work</p> <p>Learning Outcome 2: Understand disorders that affect body systems</p>	<p>R023- Understanding body systems and disorders</p> <p>LO3: Be able to interpret data obtained from measuring body rates with reference to the functioning of healthy body systems</p>	<p>R029- Understanding the nutrients needed for good health</p> <p>LO1: Know the dietary needs of individuals in each life stage</p> <p>LO2: Be able to create dietary plans for specific dietary needs</p>	<p>R029- Understanding the nutrients needed for good health</p> <p>LO1: Know the dietary needs of individuals in each life stage</p> <p>LO2: Be able to create dietary plans for specific dietary needs</p>	<p>R029- Understanding the nutrients needed for good health</p> <p>LO3: Be able to produce nutritional meals for specific dietary requirements</p>	
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Specification/ Assessment Objective	Students must be taught about three body systems in the human body. These consist of the cardiovascular system, respiratory system and the digestive system. Students must then be taught about disorders that can afflict these three body systems, the symptoms for these disorders, how these disorders are diagnosed and how they can be treated.	Students must then complete practical activities to demonstrate how to test the human body for necessary vital signs to make sure the body is healthy. Students must also suggest ways that a person can improve their health if their vital signs show deviation from the national averages.	Students must be taught about the dietary needs of different individuals and why a healthy balanced diet with the correct amount of nutrients is essential. Student must be taught about the different types of nutrients our bodies need, what food to find them in, the function of each nutrient, the importance of each nutrient and the daily amounts needed stated by the government. Students must also be taught about the factors that can influence a person's diet and the modifications that may then need to be made to an individual's diet to maintain their health.	Students must be taught about the dietary needs of different individuals and why a healthy balanced diet with the correct amount of nutrients is essential. Student must be taught about the different types of nutrients our bodies need, what food to find them in, the function of each nutrient, the importance of each nutrient and the daily amounts needed stated by the government. Students must also be taught about the factors that can influence a person's diet and the modifications that may then need to be made to an individual's diet to maintain their health.	Students must then complete written and practical tasks to provide a two course meal for an individual with specific needs.	
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Exam specification content missing from this PoS and why?	Content taught in addition to the exam specification and why?
Nothing is missing.	During most of the units taught, there are always opportunities to look at and include additional content. For example during the exam unit students will look at case studies of poor practice in care homes so that they can gain an appreciation for the importance of maintaining human rights and applying care values. When the unit about diet and nutrition is taught there is an opportunity to explore obesity and statistically how it is impacting our population and contributing to diseases such as heart disease and diabetes.

Powerful Knowledge Choices – what powerful knowledge is included in this PoS? Consider what knowledge is it important for our students to know, so that when they leave school they can engage in and lead discussions, with people from the most advantaged backgrounds? (Please note - the sequencing of topics will be explored in the implementation overview, the main purpose at this stage is to know what powerful knowledge is gained)

YEAR		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
10	Powerful Knowledge	<p>Students will learn about communication and its importance in the wider world. Health and social care settings also rely of a variety of different communication methods.</p> <p>Makaton, Braille and sign language are powerful tools that can be used to communicate with people effectively.</p>	<p>Personal Qualities, such as respectfulness and Understanding, are essential when communication effectively. Use of these qualities will help people to communicate on a personal level.</p>	<p>Students will learn about the rights of all individuals and how using the correct care values is vital when treating patients and caring for individuals. There are also rules to protect people who may be suffering with their mental health and therefore how they should then be treated appropriately to make sure they receive the correct care.</p>	<p>Students will learn about the rights of all individuals and how using the correct care values is vital when treating patients and caring for individuals. There are also rules to protect people who may be suffering with their mental health and therefore how they should then be treated appropriately to make sure they receive the correct care. There are rules to follow to protect all individuals, such as not to discriminate against a person because of their race or gender.</p>	<p>Students will learn that there is government legislation that governs how people should receive health and social care. Students will also learn to appreciate that people need to feel and be safe and secure in health and social care settings. Any problems such as disease and unsuitable security measures can impact a person greatly. Personal hygiene and security measures, such as CCTV and keypad locking mechanisms are essential to protect individuals.</p>	<p>Students will learn that a variety of communication skills are vital when working in a health and soial care environment. People engage in different types of conversations, such as a group discussion, where specific skills will need to be used.</p>

	<p>Why it is important to know</p>	<p>It is vital that every person has a good set of communication skills, whether they be verbal or non-verbal skills that are used. A care worker will need to have a selection of communication skills that they can use depending on the unique situation they are in. In a Hospice, a palliative care worker may use Makaton images to provide all patients with a clear understanding of their surroundings and how to communicate effectively their individual needs.</p>	<p>A care worker will need to have a selection of personal qualities that they can use depending on the unique situation they are in. A doctor needs to be able to show respect and understanding with a patient to make sure that the patient fully understands what has been communicated. The use of personal qualities also grow their confidence and form successful professional or personal relationships.</p>	<p>Understanding how to care for individuals properly and safely is a vital part of our Health and Social Care system. A care worker working in a Hospice needs to understand how to care appropriately for an individual at the end of their life and make sure that the rights of the individual are maintained at all times.</p>	<p>A nursery worker needs to be fully aware of the care values that need to be adhered to when caring for children. These care values include the welfare and safety of the child as well as the educational and social development of the child. These care values must be followed to make sure that all children receive quality care.</p>	<p>A doctor treating a patient with mental health issues needs to fully understand the Legislation (Mental Health Act) surrounding mental health and act accordingly to help and support their patient. A social care worker also needs to be fully aware of legislation when it comes to the care of children especially. They need to demonstrate a strong understanding of the care a child needs and the indicators that can show a child is not being looked after properly.</p>	<p>Communication is also vital for all students when it comes to job or college/6th form interviews. Students need to understand how to present themselves, use appropriate body language, articulate their view and opinions and successfully demonstrate a large selection of communication skills in order to secure a job/further education placement.</p>
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11	Powerful Knowledge	<p>Students will learn about human body systems and the disorders associated with them. Students will learn that breathing and respiration are not the same thing and that the heart is responsible for making sure that all cells in the human body receive oxygen. Students will also learn that our bodies can suffer from disorders that have different symptoms, diagnosis methods and treatment options.</p>	<p>Students will learn how to test for a person's vital signs. A vital sign such as a pulse oximeter can measure the amount of oxygen saturation in a person's body and their pulse rate (the beat resulting from the regular widening of an artery in the body as blood flows through it. Other vital signs include measuring a person's peak flow which is the maximum volume of air that can be expelled from the lungs during a vigorous exhalation.</p>	<p>Students will learn that people in health and social care settings may require different types of nutrition at different points in their lives. An infant, for example, will need an initial diet of breast or formula milk until around 6 months when they can then start to be introduced to solid food. Students will learn that people need to eat a healthy and balanced diet to maintain the function of our bodies.</p>	<p>Students will learn that all individuals have different dietary needs due to a range of factors. A person with diabetes will need a very specific diet to make sure they can control their blood glucose levels. Or a person who follows a particular religion, such as Islam or Judaism, will need to follow a specific diet suitable for their religious belief.</p>	<p>Students will learn that certain individuals with specific needs will require diet plans and that these can be put together by learning about any medical condition/dietary need a person may have and any religion they may follow. This information can then be used to formulate a bespoke diet plan and meals then cooked for that individual.</p>	
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	Why it is important to know	It is important for students to have a good understanding of how the human body works, the structure and function of different systems and what disorders can inflict each system. They need to be able to spot when there may be problems with their own health and then potentially other people as well.	It is important students know how to keep their own bodies healthy and within normal average vital sign values. This is important powerful knowledge for doctors, nurses, midwives and any health care worker because it will enable them to maintain the health of their patients and provide effective treatment when necessary.	It is important for students to have a good understanding of what constitutes a healthy and balanced diet and which nutrients, in specific quantities, are essential for their growth and development. Nutritionists, nurse workers, midwives and healthcare visitors need to have a strong understanding of the nutrition needs to people in different life stages so that they can provide a good standard of care.	It is important that a students understand why certain factors can affect a person's health and diet. A dietician will need to know if a person suffers from diabetes or follows a particular religion so that a specific plan can be put together for them.	It is important that a students understand why certain factors can affect a person's health and diet. A dietician will need to know if a person suffers from diabetes or follows a particular religion so that a specific plan can be put together for them.	
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How does the Curriculum Intent meet the ACE curriculum design?

Ambitious	Our Curriculum Intent is definitely ambitious. Students will firstly be learning about content that is not necessarily covered at a KS3 level and therefore may find some sections may take them out of their comfort zones and may appear ambitious at the start of their learning journey. Students will be able to access the content and their appropriate level and the content allows for all students to be stretched in their development of new skills, knowledge, and application. Students will learn through a range of engaging and ambitious activities, including practical work. All students will be stretched through the various forms of new learning and assessment.
Challenging	Our Curriculum Intent will definitely be very challenging, at times, for our students. Students will firstly be learning about content that is not necessarily covered at a KS3 level and therefore may find some sections challenging at times. Some of the practical activities will need students to demonstrate a level of maturity and confidence to partake in them. This will ultimately challenge our students to become more confident and stronger individuals, who can communicate and articulate their thoughts and opinions clearly and concisely.
Engaging	Our Health and Social Care Curriculum links clearly and practically to the wider world around use. The impact that we have on the world through knowledge and application are used to demonstrate why health and social care is so important in our societies today. Students will see a variety of methods used to care for individuals using health and social care services, through knowledge and practical application. Students will be introduced to a wide range of career opportunities within this sector and the job satisfaction and personal growth they can achieve in this sector.

What are the current strengths of the Curriculum Intent?

Our content/units are broken down into 4 sections, each worth 25%, where students gain marks for the completion of each unit. Two of our units have purposely been chosen because they directly link to science content, which students learn about in science, and content that students will continue to find useful throughout their lives. The exam is only worth 25% and can be re-sat once to give some of our students, who may struggle with written assessments, the opportunity to improve their knowledge and understanding and therefore have another chance to demonstrate their knowledge and skills. Quality assessment has also taken place with a Ms Berg at QEMS. She commented that the document is broken down well and very detailed. She also stated that the document is very detailed.

What specific actions have to be taken in response to the above? Please consider:

- KS4 Curriculum content changes;
- Powerful knowledge changes;
- Modifications to ensure an ACE curriculum design;
- CPD for teachers in your subject area;
- Additional research you have to consider as part of this review.

Resources for all four units will be looked at and improved and adapted where necessary to make sure that each unit fits into the new ACE Curriculum design. Each resource will be looked at to make sure that the powerful knowledge that students need to learn is clear and concise.

Different exam boards have been looked at in terms of the courses they offer for health and social care. It was decided that the current exam board and course is the best one to use at this time. No immediate course changes are needed unless a new course is offered in the future which may be a better fit for our students.

Each year our exam board website issues revisions of resources for the teaching of certain units or an update on how certain units should be taught. Webinars are usually available, where teachers can improve their current teaching knowledge of the course and also pose questions and concerns to the facilitator of the webinar.

Further research will revolve around looking at organisations that can be approached to see if they can come and provide talks or possible workshops for our students.