

3. FIVE YEAR CURRICULUM PLAN

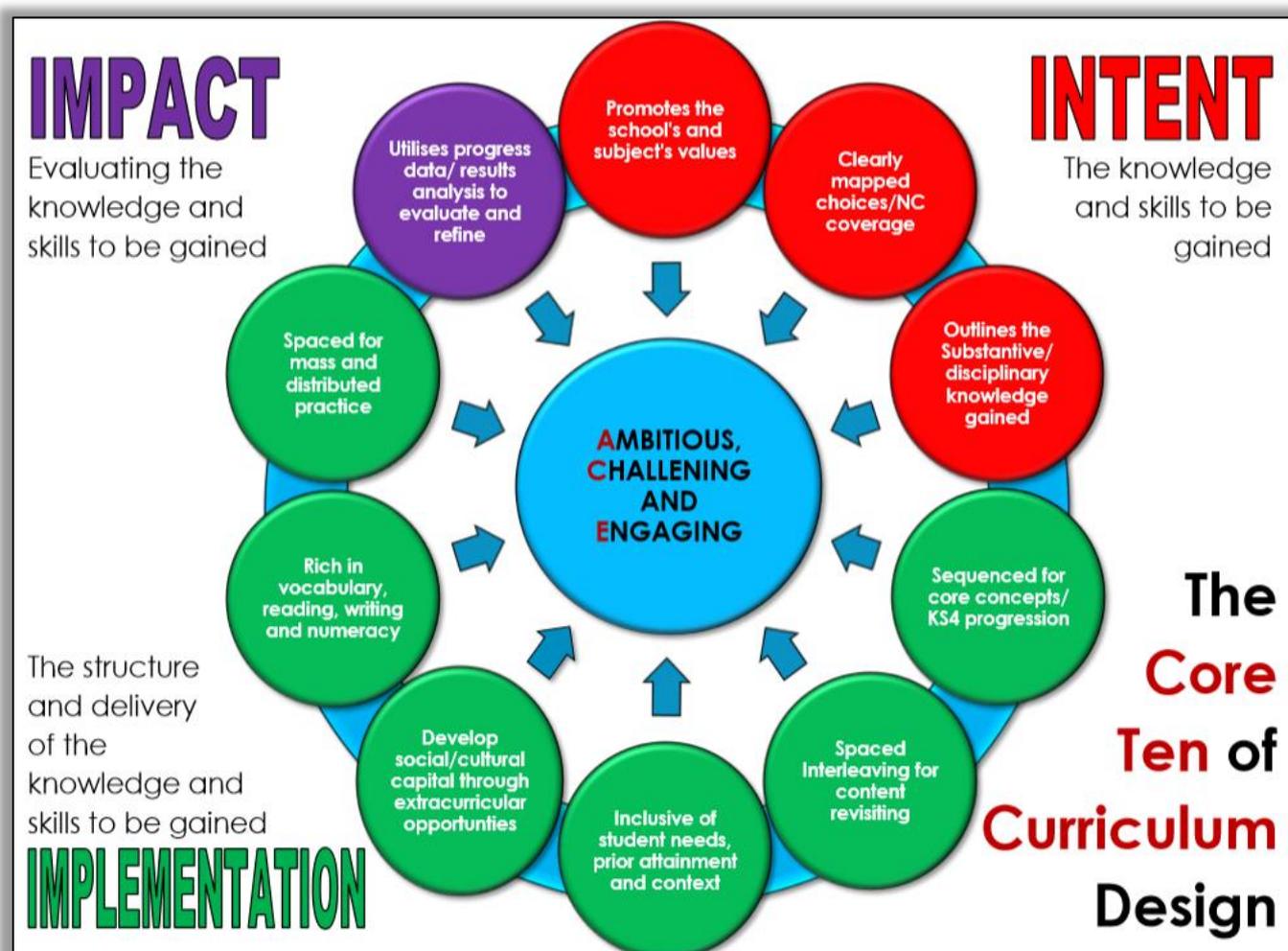
Key Stage 3 and 4

Subject: HSC

Author: EMS

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Document(s) which inform this Five Year Curriculum Plan are:

1. Curriculum Intent Overview Plan (KS3 & KS4)
2. Curriculum Implementation Overview (KS3 & KS4)

KS3 – Year 7 Year Plan

Intent

Aims:				
Academy values:				
Units of Study:				
Unit/Topic 1	Content:		NC Content:	
	Key Concepts:		Powerful Knowledge:	
Unit/Topic 2	Content:		NC Content:	
	Key Concepts:		Powerful Knowledge:	
Unit/Topic 3	Content:		NC Content:	
	Key Concepts:		Powerful Knowledge:	
Unit/Topic 4	Content:		NC Content:	
	Key Concepts:		Powerful Knowledge:	
Unit/Topic 5	Content:		NC Content:	
	Key Concepts:		Powerful Knowledge:	

Implementation

Progression from KS2:				
Progression to Year 8:				
Spaced Interleaving:				
Student Needs:	SEND:		Context	
	LPA:		HPA:	
Extracurricular:				
Literacy/Numeracy:	Vocab (tier 2/3):		Reading:	
	Writing:		Numeracy:	
Practice:	Mass:		Distributed:	

KS3 – Year 8 Year Plan

Intent

Aims:				
Academy values:				
Units of Study:				
Unit/Topic 1	Content:		NC Content:	
	Key Concepts:		Powerful Knowledge:	
Unit/Topic 2	Content:		NC Content:	
	Key Concepts:		Powerful Knowledge:	
Unit/Topic 3	Content:		NC Content:	
	Key Concepts:		Powerful Knowledge:	
Unit/Topic 4	Content:		NC Content:	
	Key Concepts:		Powerful Knowledge:	
Unit/Topic 5	Content:		NC Content:	
	Key Concepts:		Powerful Knowledge:	

Implementation

Progression from Year 7:				
Progression to Year 9:				
Spaced Interleaving:				
Student Needs:	SEND:		Context	
	LPA:		HPA:	
Extracurricular:				
Literacy/Numeracy:	Vocab (tier 2/3):		Reading:	
	Writing:		Numeracy:	
Practice:	Mass:		Distributed:	

KS3 – Year 9 Year Plan

Intent

Aims:				
Academy values:				
Units of Study:				
Unit/Topic 1	Content:		NC Content:	
	Key Concepts:		Powerful Knowledge:	
Unit/Topic 2	Content:		NC Content:	
	Key Concepts:		Powerful Knowledge:	
Unit/Topic 3	Content:		NC Content:	
	Key Concepts:		Powerful Knowledge:	
Unit/Topic 4	Content:		NC Content:	
	Key Concepts:		Powerful Knowledge:	
Unit/Topic 5	Content:		NC Content:	
	Key Concepts:		Powerful Knowledge:	

Implementation

Progression from Year 8				
Progression to Year 10:				
Spaced Interleaving:				
Student Needs:	SEND:		Context	
	LPA:		HPA:	
Extracurricular:				
Literacy/Numeracy:	Vocab (tier 2/3):		Reading:	
	Writing:		Numeracy:	
Practice:	Mass:		Distributed:	

KS4 – Year 10 Year Plan

Intent

Aims:	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:	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.

Units of Study:

Unit/Topic 1	Content:	<p style="text-align: center;">R021- Essential values of care for use with individuals in care settings</p> <p>LO1: Understand how to support individuals to maintain their rights LO2: Understand the importance of the values of care and how they are applied LO3: Understand how legislation impacts on care settings LO4: Understand how personal hygiene, safety and security measures protect individuals</p>	Spec Content:	<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>
	Key Concepts:	<p style="text-align: center;">Students will learn about the rights individuals have when receiving H and S care and the care values that must be maintained and respected when providing care.</p>	Powerful Knowledge:	<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,</p>

				<p>overcoming barriers and using suitable personal qualities There are rules to follow to protect all individuals, such as not to discriminate against a person because of their race or gender. 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.</p> <p>Personal hygiene and security measures, such as CCTV and keypad locking mechanisms are essential to protect individuals</p>
Unit/Topic 2	Content:	<p>R022- Communicating and working with individuals in health and social care settings</p> <p>LO1: Understanding how to communicate effectively</p> <p>LO2: Understand the personal qualities that contribute to effective care</p> <p>LO3: Be able to communicate effectively within a health, social care and early years setting</p>	Spec Content:	<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 then use all of their acquired knowledge to demonstrate, through a practical activity, how they would have a conversation with a specific individual whilst demonstrating appropriate communication skills, overcoming barriers and using suitable personal qualities</p>
	Key Concepts:	<p>Students will learn about the different types of communication skills that Health and Social Care (HSC) workers can and should use to ensure that there is an acceptable standard of care for all service users who need an aspect of HSC.</p>	Powerful Knowledge:	<p>Students will learn about communication and its importance in the wider world. Health and social care settings also rely on a variety of different communication methods. Makaton, Braille and sign language are powerful tools that can be used to communicate with people effectively.</p>

				Students will learn that a variety of communication skills are vital when working in a health and social care environment. People engage in different types of conversations, such as a group discussion, where specific skills will need to be used
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Implementation

Progression from Year 9:	Students will have some prior knowledge about the heart and lungs and how they work in the body. The digestive system and what is needed for a healthy and balanced diet after being taught the content in their science sessions.			
Progression to Year 11:	Students need to have completed certain controlled assessment tasks for R022- Communicating and working with individuals in health and social care settings as this unit is a compulsory unit. Students must also have completed all work and exam practice for R021- Essential values of care for use with individuals in care settings so that they can then successfully complete the compulsory examination in the June series for this unit. Students will then complete R022 and then move on to R023 and R029 which are the optional units which make up the rest of their grade.			
Spaced Interleaving:	The first two units, R021 and R022, are related and both are needed to be taught side by side for successful completion. R023 and R029 are related units and both are needed to be taught side by side for successful completion. The units are separated into pairs and then taught in separate years so that they can relate to each other. None of the topics are unrelated as they all link with each other in some way and they all provide skills and knowledge to aid completion of all of the topics.			
Student Needs:	SEND:	All sessions will be differentiated for all students within the learning session including those with SEND needs. Teaching strategies for SEND students may include repetition of key words or ideas, modelling processes or theories to enable all students to grasp the fundamental ideas, revisiting of previous content to ensure full knowledge and understanding has been maintained and to eliminate any content	Context	The content covered allows students to appreciate the importance of following a career in HSC. Students will be able to review some of the careers that could be open to them if they choose to follow this pathway. Transient employment or low paid jobs are high for the parents of our students. Students will cover work on the importance of a balanced diet and healthy food choices which will therefore support students in being healthier. The Coronavirus pandemic has clearly highlighted the importance of the Health and Social Care sector within our society. The content covered in the topics above will provide students with a balanced and

		<p>misconceptions. Further strategies will include identifying students who are struggling, after the completion of assessments, and then providing appropriate intervention for them to enhance their learning. This intervention may include one to one learning sessions or small group working sessions where more time can be spent using bespoke strategies for that particular student to help them to improve. Consistent tracking updates and intervention conversations will be provided for all SEND students so that they fully understand where they are and what they need to do to improve.</p>		<p>suitable skills and knowledge set which will be appropriate for future endeavours in HSC.</p>
	<p>LPA:</p>	<p>All sessions have stretch and challenge activities built into the sessions. Students will always be prompted to access those tasks/questions that will provide that extra challenge for them. HPA students may also be given additional extension activities to extend and strengthen their knowledge</p>	<p>HPA:</p>	<p>All sessions have stretch and challenge activities built into the sessions. Students will always be prompted to access those tasks/questions that will provide that extra challenge for them. HPA students may also be given additional extension activities to extend and strengthen their knowledge. When homework is set, HPA students may be given a differentiated activity to stretch their knowledge and understanding further. This activity may consist of using tier 3 vocabulary words in extended writing pieces or more comprehensive questions. The activities will also be activities whereby students' needs to use higher level thinking skills and</p>

				<p>use and understand higher level command words such as `compare` or `discuss`. Appropriate and suitable OCR exemplar exam questions will be used to give students practice with the types of questions (Higher thinking questions) they will experience when sitting their examination assessment.</p>
Extracurricular:				
Literacy/Numeracy:	<p>Vocab (tier 2/3):</p>	<p>Students will be given a list of key words at the start of the each unit, to practise. At the halfway point in each unit, students will complete a spelling and definition of the tier 2/3 words. These words will include words such as `specialist`, `clarity` and `emphasise`.</p>	<p>Reading:</p>	<p>Students will need to read about the four categories of communication skills when learning about. This will include verbal and non-verbal skills</p> <p>Students will need to read about the rights of individuals and how they can be maintained in a HSC setting. This will include the right to confidentiality and choice</p> <p>Students will need to read about the values of care for adults and children and how they are applied in a HSC setting. This will include values such as equality and own beliefs</p> <p>Students will need to read about the five different pieces of Legislation that play an important role in health and social care, these include the Equality Act and the Children`s Act</p> <p>Students will need to read about care plans and communication plans to see what information is required and which factors need to be considered when communicating with a service user in a HSC setting</p>

	Writing:	Extended writing tasks-e.g. Discuss the advantages and disadvantages of using and not using communication skills in HSC settings. Writing frames within activities to support extended writing tasks	Numeracy:	Using pictures, symbols and numbers as communication Using Braille and understanding the use of numerical dots Analyse of data in care homes and the number of service users that have contracted the coronavirus Analyse of the Equality Act and data surrounding discrimination cases in the UK Create a medical care plan with correct instructions for the dosage and type of medication
Practice:	Mass:	Completion of controlled assessment tasks for each learning outcome 1- Understanding how to communicate effectively for R022- Communicating and working with individuals in health and social care settings Completion of practice exam paper questions for each LO1: Understand how to support individuals to maintain their rights. R021- Essential values of care for use with individuals in care settings	Distributed:	Completion of extended writing tasks such as `Describe the different communication skills that can be used when communicating with a service using` Quick fire questions at the start of each session to recap the previous session. Example question could be `What are the four categories of communication skills called?` Completion of extended writing tasks such as `Discuss the importance of following the Values of care when supporting a service user in a HSC setting`. Quick fire questions at the start of each session to recap the previous session. Example question could be `Choose one care value and describe how it can be applied in a HSC setting`.

KS3 – Year 11 Year Plan

Intent

Aims:	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
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	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:	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.			
Units of Study:				
Unit/Topic 3	Content:	<p>R023- Understanding body systems and disorders</p> <p>LO1: Know how body systems work Learning Outcome 2: Understand disorders that affect body systems LO3: Be able to interpret data obtained from measuring body rates with reference to the functioning of healthy body systems</p>	Spec Content:	<p>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</p> <p>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</p>
	Key Concepts:	<p>The structure and function of the cardiovascular, respiratory and digestive systems. The symptoms, diagnosis and treatment of disorders connected with the three systems. The methods used to collect vital sign readings for these systems.</p>	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</p>

				<p>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>
Unit/Topic 4	Content:	<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>LO3: Be able to produce nutritional meals for specific dietary requirements</p>	Spec Content:	<p>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.</p> <p>Students must then complete written and practical tasks to provide a two course meal for an individual with specific needs.</p>
	Key Concepts:	<p>The different life stages that a human being goes through and the dietary requirements of each life stage.</p> <p>The function and government guidelines for each nutrient needed for a balanced healthy diet. The factors that affect a person's diet, these include socio-</p>	Powerful Knowledge:	<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</p>

		economic, religion, medical and health issues and location.		<p>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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Implementation

Progression from Year 10:	Students must have completed the first two required units for HSC to enable to complete the last two units in year 11. The knowledge that students have picked up when completing R022 and R023 will be invaluable when completing R029 and R021.
Progression to Post-16:	<p>Student must have a good understanding of how to communicate effectively with service users and what strategies can be used to make sure that communication and therefore support is successful. Students must also have a good understanding of the rights of service users and the values of care that need to be applied when supporting an individual.</p> <p>Students must finally demonstrate an understanding of the legislation surrounding the health and social care sector and the importance of following this legislation. All of this knowledge is obtained from the study of the first two units, as these two units are compulsory and necessary for a strong start to KS5. The other two optional units will still build on and develop a specific skills set that students can then transfer to KS5. If they have the option of completing similar units to KS4 then they will need to have a good knowledge base to support this.</p>
Spaced Interleaving:	The first two unit, R021 and R022, are related and both are needed to be taught side by side for successful completion. R023 and R029 are related units and both are needed to be taught side by side for successful completion. The units are separated into pairs and then taught in separate years so that they can relate to each other. None of the topics are

	unrelated as they all link with each other in some way and they all provide skills and knowledge to aid completion of all of the topics.			
Student Needs:	SEND:	<p>All sessions will be differentiated for all students within the learning session including those with SEND needs. Teaching strategies for SEND students may include repetition of key words or ideas, modelling processes or theories to enable all students to grasp the fundamental ideas, revisiting of previous content to ensure full knowledge and understanding has been maintained and to eliminate any content misconceptions. Further strategies will include identifying students who are struggling, after the completion of assessments, and then providing appropriate intervention for them to enhance their learning. This intervention may include one to one learning sessions or small group working sessions where more time can be spent using bespoke strategies for that particular student to help them to improve. Consistent tracking updates and intervention conversations will be provided for all SEND students so that they fully</p>	Context	<p>The content covered allows students to appreciate the importance of following a career in HSC. Students will be able to review some of the careers that could be open to them if they choose to follow this pathway. Transient employment or low paid jobs are high for the parents of our students. Students will cover work on the importance of a balanced diet and healthy food choices which will therefore support students in being healthier. The Coronavirus pandemic has clearly highlighted the importance of the Health and Social Care sector within our society. The content covered in the topics above will provide students with a balanced and suitable skills and knowledge set which will be appropriate for future endeavours in HSC.</p>

		understand where they are and what they need to do to improve. A level and College course pathways will be looked at and discussed, at the appropriate time, to make sure that all SEND students are following a route that will enable them to be successful at KS5.		
	LPA:	All sessions have stretch and challenge activities built into the sessions. Students will always be prompted to access those tasks/questions that will provide that extra challenge for them. LPA student activity will be differentiated, if needed, and tasks `chunked` and `scaffolded` where needed.	HPA:	HPA students may also be given additional extension activities to extend and strengthen their knowledge. When homework is set, HPA students may be given a differentiated activity to stretch their knowledge and understanding further. This activity may consist of using tier 3 vocabulary words in extended writing pieces or more comprehensive questions. The activities will also be activities whereby students' needs to use higher level thinking skills and use and understand higher level command words such as `compare` or `discuss`. Appropriate and suitable OCR exemplar exam questions will be used to give students practice with the types of questions (Higher thinking questions) they will experience when sitting their examination assessment.
Extracurricular:				
Literacy/Numeracy:	Vocab (tier 2/3):	Students will be given a list of key words at the start of the unit, R023, to practise. At the halfway point in each unit, students will complete a spelling and definition of	Reading:	Students will need to read about each the structure and function of three body systems, these will include the cardiovascular, respiratory and digestive systems. Students will also be reading about disorders that can affect each of

		<p>the tier 2/3 words. These words will include words such as `Deoxygenated`, `Tricuspid` and `pulmonary`. Students will be given a list of key words at the start of the unit, R029, to practise. At the halfway point in each unit, students will complete a spelling and definition of the tier 2/3 words. These words will include words such as `carbohydrates`, `lipids` and `minerals`.</p>		<p>these systems, their symptoms, diagnosis methods and treatment options.</p> <p>LO1: Know how body systems work LO2: Understand disorders that affect body systems for R023- Understanding body systems and disorders read about the different life stages of human growth and the nutrients needed for each life stage to maintain a healthy and balanced diet.</p> <p>LO1: Know the dietary needs of individuals in each life stage LO2: Be able to create dietary plans for specific dietary needs for R029- Understanding the nutrients needed for good health</p>
	Writing:	<p>Extended writing tasks-e.g. `Describe the journey of blood through the heart and then to the rest of the body` Writing frames within activities to support extended writing tasks Extended writing tasks-e.g. `Explain how the body utilises vitamins and minerals to help support a healthy balanced diet` Writing frames within activities to support extended writing tasks</p>	Numeracy:	<p>Looking at the diameters of arteries, veins and capillaries Measuring vital signs and calculating BMI Looking at the government dietary guideline figures for nutrients Measuring out ingredients using cooking equipment</p>
Practice:	Mass:	Completion of controlled assessment tasks for each	Distributed:	Completion of extended writing tasks such as `Explain the differences between

		<p>LO1: Know how body systems work</p> <p>LO2: Understand disorders that affect body systems for R023- Understanding body systems and disorders</p> <p>Completion of controlled assessment tasks for each</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 for R029- Understanding the nutrients needed for good health</p>		<p>breathing and respiration` or `Describe a cardiovascular disorder and include how it is diagnosed and treated.</p> <p>Quick fire questions at the start of each session to recap the previous session.</p> <p>Completion of controlled assessment tasks for each</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 for R029- Understanding the nutrients needed for good health</p>
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5 Year Curriculum Week Plan

KS4 - Year 10

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Autumn Term 1	R022 LO1	R022 LO1	R022 LO1	R022 LO1	R022 LO2	R022 LO2	R022 LO2
Autumn Term 2	R022 LO2	R022 LO3	R022 LO3				
Spring Term 1	R022 LO3						
Spring Term 2	R023 L01	R023 LO2	R023 LO2				
Summer Term 1	R023 LO2	R023 LO3	R023 LO3				
Summer Term 2	R023 LO3						

KS4 - Year 11

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Autumn Term 1	R021 LO1	R021 LO1	R021 LO1	R021 LO1	R021 LO2	R021 LO2	R021 LO2
Autumn Term 2	R021 LO3	R021 LO3	R021 LO3	R021 LO3	R021 LO4	R021 LO4	R021 LO3
Spring Term 1	R029 LO1	R029 LO2	R029 LO2				
Spring Term 2	R029 LO2	R029 LO2	R029 LO3				
Summer Term 1	Submission of all coursework and revision exam re-sit	Submission of all coursework and revision exam re-sit	Submission of all coursework and revision exam re-sit	Submission of all coursework and revision exam re-sit	Submission of all coursework and revision exam re-sit	Submission of all coursework and revision exam re-sit	Submission of all coursework and revision exam re-sit
Summer Term 2							

How does the Five Year Curriculum Plan meet the ACE curriculum design?	
Ambitious	Students are able to access the content at their appropriate level and the content allows for all students to be stretched in their development of new skills, knowledge, and application of knowledge through the completion of controlled assessment pieces and an examination. Students learn through a range of activities, including practical work. All students will be stretched through the various forms of new learning and assessment.
Challenging	They will have a range of learning activities to stretch their knowledge. The curriculum builds on their prior knowledge and students will need to link some prior learning from previous topics. Some of the content will be completely new to our students and therefore may be very challenging initially for some. Assessments will test knowledge, new skills, and their application in order for students to understand their weaknesses and strengths.
Engaging	Links to the world around us, the impact that we have on the world through application are used to demonstrate why HSC is important. Students see a range of practical applications for HSC and in careers where these are appropriate and useful. Students will potentially be introduced to topics and discussions that they may never have encountered before therefore their continued engagement will hopefully be consistent throughout their learning sessions.

What are the current strengths of the Five Year Curriculum Plan?

The units chosen in the plan have been taught for a few years now so well planned and delivered with a high quality of teaching. There are a range of activities to include practical work which helps to maintain student engagement. Using a range of skills in the lesson and therefore linking learning from other curriculum areas. The range of skills taught are easily transferrable to other subject areas. Time for students to explain their understanding through open activities.

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, that students learn about in science anyway, and content that students will continue to find useful throughout their lives. The exam is only worth 25% and can be resat 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.

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

- Unit sequence changes;
- Content changes at KS3 and KS4;
- 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.