

## **Curriculum Intent - Health and Social Care**

The aim of the Health and Social Care curriculum is to equip students with sound specialist knowledge and skills for everyday use and of how to meet the needs of individuals across a range of health, social care and early years settings. The curriculum develops an understanding of the skills and qualities required to influence care and empowers students through encouraging independence and creativity; providing tasks that engage with the most taxing aspects of the National Curriculum (including Values of Care and the current legislation requirements) and the importance of softer skills such as communication to ensure individuals right to independence and dignity.

As a Key Stage 4 subject, we deliver the OCR Cambridge National in Health and Social Care. The qualification design, including the range of units available, allows learners the freedom to explore more deeply the things that interest them, as well as providing good opportunities to enhance their learning in a range of curriculum areas. Students complete two mandatory units, the first of which introduces service users' rights and involves students developing an understanding of the importance of the values of care, including promoting equality and diversity. They also cover current legislation and aspects of health and safety relevant to care settings, enabling them to understand how law underpins everything care practitioners do. The second compulsory unit focuses on effective communication skills. This unit provides students with the underpinning knowledge and understanding of how to communicate effectively and what personal qualities will contribute to the creation of a caring environment when working with individuals. These are transferable skills that can be used in everyday life, enabling students to relate to others and appreciate the impact that it will have on making connections with individuals.

Two additional units complete the qualification and at Horizon we deliver 'Understanding the nutrients needed for good health' and 'Understanding body systems and disorders'. The 'Understanding the nutrients needed for good health' unit gives learners an overview of the importance of diet throughout the life stages, giving them the knowledge and skills to enable them to make choices which will affect their body throughout their lives. The 'Understanding body systems and disorders' unit covers three major body systems: cardiovascular, respiratory and digestive where students will gain knowledge of the importance of the systems, and how the structures of the systems link to their function. They investigate the symptoms of conditions associated with each of the systems and highlight the range of tests that are carried out to confirm a diagnosis.

Lessons provide students with a range of stimulating activities that challenge and allow them to demonstrate their depth and breadth of knowledge. Lessons delivered build on prior

learning ensuring that students are challenged and supported. Targeted questioning is used to enable students to reflect on the importance of being able to apply the theories covered to a vocational context. The use of "progress" and "progress+" tasks are designed to encourage students to be aspirational in their desired outcomes. We encourage multiple approaches to learning, such as practical opportunities and real-life scenarios, which will support students to develop their applied knowledge and practical skills.

Assessment plays a crucial role in supporting students with their learning, enabling them to identify areas of weakness, gaps in knowledge and providing them with the tools to be reflective practitioners and be proactive in informing their next steps. The use of knowledge organisers is paramount to our assessment practice with quizzes being set fortnightly to enable recall of essential terminology and concepts. Progress checks are regularly carried out using materials that are reflective of exam style questions and consequently help to establish overall level of understanding across the four learning outcomes. Summative assessments take place at the end of each unit of work allowing students to consolidate their understanding across a range of topics.

Students who study Health and Social Care will build confidence by achieving their potential academically, in life and the employment market. They will be accomplished in their ability/aptitude to demonstrate tolerance, respect, dignity, effective communication skills and application of anti-discriminatory practice.