Clevedon School Health and Social Care Curriculum: Statement of Intent

"One of the deep secrets of life is that all that is really worth doing is what we do for others." – Lewis Carroll

Purpose of study:

Approximately 3 million people in the UK work in the health and social care sectors, which is equivalent to 1 in every 10 people. Demand for both health care and social care is likely to continue to rise due to the ageing population and the pressures on our National Health Service as a result of the pandemic, so it is undisputable that it plays a key role in UK society.

The study of care values is at the heart of Health and Social Care. The Health and Social Care department at Clevedon School will nurture every student through their journey with us to ensure they leave with expert knowledge and skills of our specialism. Whether studying the principles of care that underpin all care work or examining the stages and pattern of human growth and development we believe it is important that students will leave our course as confident citizens with a skillset to flourish in this field and others. The gift of Health and Social Care is our ability to instil important qualities such as resilience, empathy, dignity and compassion. These skills encourage students to think outside typical teenage ego-centrism and begin to challenge the way they perceive the world we live in allowing them to grow and become well-rounded individuals to succeed in today's diverse society.

Complimenting other subjects and the wider school, students will experience and study a vast range of Health and Social Care topic areas thus requiring them to demonstrate maturity and respect for others. Students will be better equipped to be confident and prepared for the many challenges and opportunities they face in managing their own and other people's health and well-being.

The curriculum allows students to discover the impact of how human relationships, positive and negative human development, physical environments and socioeconomic status may influence how they develop and in turn raise expectations of how they can live successful and healthy lives promoting good health which will provide life-long benefits for themselves and their families now and in the future. Preparing them for both life in modern Britain and their future professional lives by gaining key competencies in the areas of research, essay writing and exam technique which will support them in further study.

The Clevedon way promotes character, ambition and community in our curriculum:

Students who study Health and Social Care will be well equipped with strategies to help them throughout their life journey. As a result of achieving their potential academically and recognising there is no ceiling to their career they will be confident and lifelong learners. The skills that underpin our subject are essential to helping our young adults transition effectively into one of the largest sectors of the economy. In particular, we draw attention to the importance of effective communication skills, commitment, tolerance, empowerment, expression, independence, respect, application of anti-discriminatory practice.

Clevedon School students deserve a curriculum that prepares them for career pathways in a variety of vocational areas, providing them with sound specialist knowledge and realistic understanding of how to meet the needs of individuals using services and specialist equipment within Health and Social Care that can then be transferred in to a range of health, social care and early years settings. The curriculum challenges students to think abstractly, work collaboratively and problem solve to develop curiosity and the desire for knowledge whilst challenging stereotypes and discrimination.

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 challenging aspects of the 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.

Our curriculum is ambitious for all learners:

Aspirational teaching encourages students to complete tasks above target grade and emphasises the importance of real-world experiences through trips and visitors. Students will study the Tech Award at KS4 which is assessed through a combination of external exams and internal coursework. The research and essay writing competencies applied at KS4 develop learners for further study into KS5 and beyond. Students who choose to study the subject at KS5 have two pathway options. They can study the single A level equivalent or choose to study the Diploma which provides 2 outcomes at the end of Post 16. The increasing complexity of the subject knowledge enables learners to refine their research and essay writing competencies and mirror the study they would co mplete in higher education.

At Level 2, the internally assessed units are designed to promote deep learning through ensuring the connection between knowledge and practice. Content involves the understanding and application of Students who study Health and Social Care will build confidence by achieving their potential academically, in life and the employment market. human growth and development, how people deal with life events, health and social care services, as well as a practical demonstration of care values. The externally assessed unit builds upon this and allows students to interpret and assess an individual's health and wellbeing. At Level 3, units range from analysing human growth and development, working in health and social care and meeting individual care and support needs. We use a variety of teaching strategies, as well as utilising the online curriculum, online textbook and packages such as ActiveLearn to support learning. The range of techniques allow for knowledge to become embedded within the long-term memory. Assessments are regular and frequent with recall tests at the beginning of lessons, end of topic tests and mock examinations to prepare students for formal assessment.

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 regular informative assessment 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 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.

We use the 5C's to ensure that no one is left behind and we are ambitious that all achieve above their labelled potential.

Our curriculum is sequenced to enable our students to progress to brilliance:

Our curriculum is sequenced to enable our students to progress to brilliance. The course is designed so that the units build upon each other as the students grow in confidence. 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. This allows the students to embed their knowledge whilst giving opportunities to put into practice what they learn through group work opportunities, clearly differentiated tasks, report writing through internal assessments and examination technique for external assessments and controlled assessments. It ensures they develop their technical skills, which they can they apply to real-life scenarios through case studies and local community contexts.

The department has forged links with the Health and Social Care department at Nailsea School and this has reinforced our justification around sequencing.