



## Statement of Intent

Every subject maximises the potential of each student, enabling them to become successful learners, confident learners and responsible citizens. We will ensure that all students are well prepared for life and work and are keen to make a positive difference to the world they live in.

## Child Development

**Intent** *Explain what is distinct about Child Development and why it is important for our students to study it.*

We believe that our students deserve a creative and engaging experience whilst studying the Cambridge National in Child Development. This course covers all aspects of child development and parental responsibility, from conception to five years. Students develop the essential theoretical knowledge and practical skills needed to create the best conditions for a child's development and well-being.

**Skills** *Detail the wider skills that Child development can deliver to our students, helping to prepare them for leaving*

RLS Learners will be able to:

- Recall, select and apply detailed knowledge and demonstrate a thorough understanding of child development
- Present information clearly and accurately, using a wide range of terminology
- Apply relevant knowledge, understanding and skills in a range of situations. This will enable students to plan and carry out investigations effectively, in order to complete specific set assignments.
- Analyse and evaluate the evidence available, reviewing and adapting their methods where appropriate
- Make reasoned judgements and substantiated conclusions
- Work confidently and independently to create informative materials, which reflect thoughtful planning, skilled development and perceptive evaluation. As well as this, students will actively demonstrate practical skills.
- To provide assessment that encourages learners to put forward different ideas and/or explanations to support decisions they have made.
- To develop learners' ability to suggest or apply different approaches to contexts and situations
- To develop and assess learners' use of transferable skills

**Purpose of Study** *Look at the Child Development programmes of study in the National Curriculum and define what this means for our students and their future*

This qualification is for learners aged 14-16 who wish to develop applied knowledge and practical skills in child development. It is designed with both practical and theoretical elements, which will prepare students for further qualifications in Child Care, Health and Social Care, Psychology, Sociology and Biology.

**Aims** *Look at the Child Development programmes of study in the National Curriculum and define what this means for our students and their future.*

RO57 – To enable students to understand becoming a parent is one of life's major experiences, and it is also one of life's major responsibilities. Responsibility for the well-being of a child starts before conception and this unit aims to provide learners with an overview of the roles and responsibilities of parenthood alongside an understanding of reproduction and pre-conceptual, antenatal and postnatal care. By completing this unit, learners will develop an appreciation of the importance of creating the best conditions for a child to thrive. This includes creating a child-friendly home environment, including social safety and the care, management and prevention of childhood illnesses.

RO58 - This unit will allow learners to investigate the different equipment and nutritional requirements of children from birth to five years. On completion of this unit, learners will be able to apply their knowledge and understanding, through a practical activity, to show how the needs are met to promote the well-being and development of a child.

RO59 - This unit will allow learners to investigate the developmental norms of children from birth to five years. Learners will develop an understanding of the impact of play on the developmental norms. On completion of this unit, learners will be able to apply their knowledge and understanding, through practical activities, to show how play affects the development of individual children.

**Assessment** *Explain how students are assessed at Key Stage 4 and what impact this has on their future learning*

Assessment is used within the department by using results from assessment both carried out throughout the year at entry points and in lessons. In lessons we use a variety of assessment techniques which then inform future planning, starter activities and scheme of work adaptation. We also use exam builder and analysis tools to ensure weaker areas on exam papers are covered and all students are aware of topic areas that need further revision and work in class. This enables us to fill any missing gaps in knowledge or common errors, in order to ensure students, have a secure knowledge on each topic area or mark band.

**Rationale** *Explain Child Development's rationale for the sequencing of the Child Development curriculum. Why are KS3 and KS4 taught in the order that they are eg use of interleaving etc*

**Key**

RO57 - Health and well-being for child development

RO58 - Create a safe environment and understand the nutritional needs of children from birth to five years.

RO59 - Understand the development of a child from one to five years

We interleave some of unit RO57 while teaching the two NEA units, to establish key subject knowledge at suitable points throughout year 10 and cover this more thoroughly in year 11, in order to embed key exam content and ensure good subject knowledge. We begin to look at RO57 during the summer term of year 10 and RO57 is where students will develop the knowledge and understanding in child development, covering reproduction, parental responsibility, antenatal care, birth, postnatal checks, postnatal provision, conditions for development, childhood illnesses and child safety. Knowledge gained would be of use for further studies in PHSE, Biology and other child development qualifications.

During RO58, students will gain knowledge of the equipment needs of babies and young children and an understanding of the factors to be considered when choosing appropriate equipment to meet all of these needs. This topic will also cover nutrition and hygiene practices and students will be given the opportunity to investigate feeding solutions, comparing these to nutritional requirements and evaluating the outcomes. Evaluation skills are developed, which would be of use in further studies in a number of areas, for example in Science and Design technology.

Over the spring term of year 10, students complete RO59. This covers the knowledge required to understand the development of a child from 1-5years. In this area, students will gain an understanding of the development norms from birth to five years and the stages and benefits of play. Students will gain knowledge of, and skills in, developing activities to observe development norms in children up to the age of five. This topic will include researching, planning and carrying out activities with a child and observing and evaluating these activities. As well as this, students will also compare the child to the expected development norms.

During year 11 students master the knowledge for RO57 in chronological order during the autumn and spring term. They then focus on revision and exam techniques for the remainder of the spring and summer term until their final exam in June.