



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 keen to make a positive difference to the world they live in.

Health and Social Care

Intent

We believe that our students should be able to access a relevant curriculum to a field of study which can help them to access the world of work. It will teach them skills and values which they can apply to real world settings and careers in the Health and Social Care field. As the course progresses we discover the many different people who work in the sector, the skills they need and how their care can allow themselves and others to be the best they can be. In doing so, students will develop independence and be able to apply their skills to all aspects of the sector and shape them into the Health and Social care employees of the future.

Skills

The Health and Social Care curriculum will equip students with the following skills:

- The ability to analyse and critically evaluate information.
- Communicate effectively with individuals, groups and organisations.
- Produce accurate records and make informed decisions.
- Recognise obstacles, think logically and propose reasoned solutions.
- Put together well-judged arguments and question assumptions.

Purpose of Study

The Cambridge National in Health and Social Care is an introduction to vocational learning. The qualifications give students the opportunity to build skills that show an aptitude for further learning, both in the sector and more widely. Through support and scaffolding, all students will be able to acquire this knowledge and develop these skills, regardless of starting point, special educational needs or disabilities. Demand for both health and social care is liable to continue to rise due to a rapidly increasing and ageing population, so it is undisputable that it plays a key role in UK society. The demand for people to fill these vital careers will therefore continue to increase.

Aims

- Students will research health and social care services in their local community. They will research how people access the local health and social care services provided and the support that is given in the local community.
- Students will be given the opportunity to demonstrate and apply the key care values to scenarios.
- Students will develop skills in measuring and interpreting data about someone's physiological health to design a care plan that will allow them to analyse and improve their health and wellbeing.
- Overall, Students should be given the opportunity to reflect about choices they make and how they affect others. Students may be given the opportunity to visit and take part in work experience in a variety of settings such as pre-schools, primary schools and nursing homes.
- Students will develop a critical and analytical approach to problem-solving within the health and social care sector.

Assessment

Assessment is used throughout 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 from in class tests, satchel quizzes and skills assessments. We use exam builder and analysis tools, as well as resources from OCR Boost to ensure weaker areas on exam papers and topics are covered and all students are aware of topic areas that need further revision and work in class. We then use the results of this to inform our future planning, starter activities and scheme of work adaptation. 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

Year 10: September-July

Students will start examined assessment: **R032** (40% final GCSE grade)

All students will learn the essential values of care (key to a career in delivering care to other people) and how to communicate effectively in a variety of roles in health, social care or early years' settings.

Depending on the options taken, a student will develop a range of additional skills and knowledge. They can learn and understand, in detail, the life stages and how these impact on the care people

Year 10: September-June

All students will study two, mandatory, topics. The first topic of study is on the essential values of care for use with individuals in care settings. This unit covers: ways to support people in maintaining their rights, the values of care, how these values are important to delivering good care, how the law and legislation impact on being a carer and working in a care setting. The second topic of study is on communicating and working with individuals in health, social care and early years' settings. Students will learn how to communicate effectively with a range of different people in various situations and understand the personal qualities a carer needs to be able to do this.

In addition, students will have the choice of a further two optional topics to study from the following areas:

- Supporting individuals through life events
- Creative and therapeutic activities

Towards the end of Autumn term students will start (non-examination assessment) NEA **R033** (30% final GCSE grade) In this unit students will learn about growth and development through the life stages and how the needs of individuals have been affected by life events and recommend support to meet their needs. Topics include: Life stages, Impacts of life events, Sources of support. Students are set OCR-set assignments 1-2b

Year 10: June entry: **R033** NEA coursework submitted.

Year 11: September-June:

R032 Examination assessment (cont.) Students will complete the theory and re-cap and revise topics they had covered in year 10. The following topics will be covered in year 11:

4.1 safeguarding, 4.2 infection prevention, 4.3 safety procedures and measures, 4.4 how security measures protect service users and staff.

Year 11: September-June

NEA **R034** (30% final GCSE grade) 1.1-4.1-Working on OCR-set assignment Task 1-4

Year 11: June entry, submit NEA **R034**,
R032 examined assessment