



BTEC Tech Award in Health and Social Care

Curriculum Philosophy

The Health and Social Care department at St. George's expertly steers students to become **compassionate and knowledgeable care-givers**, grounded in the Christian values of dignity, hope, wisdom, humility, and kindness. Through our curriculum, we seek to instil in our students an appreciation for the intrinsic worth of every human being, and a deep sense of **responsibility to promote their well-being**. We strive to create a learning environment that encourages students to **think critically, act ethically**, and embrace the opportunities and challenges of a rapidly evolving field. We aim to give our students an understanding of how people **change and develop** throughout their lives. Our goal is to equip students with the **skills and knowledge** necessary to **provide outstanding care to those in need**, inspired by the hope and aspiration offered by a relationship with God. Through our curriculum, we strive to impart a holistic understanding of health and wellbeing, encouraging students to consider the social, emotional, and spiritual dimensions of care.

In Health and Social Care, it is important that any learner is ready and prepared for life after school, and is able to understand their social and ethical responsibility. Students explore the **factors that affect individuals** within our society and develop a taste of what it is like to **work in the Health and Social care sector**; this is crucial for learners to develop the morality, compassion and ethics needed to succeed professionally in working life. They will begin with experiencing the fundamentals of Health and Social Care, leading to a greater depth of understanding by **examining case studies** looking at how **different individuals' lives are affected and why**. It is important for students to understand that all people are different and that factors and life events can impact us all differently. With this in mind, learners would be able to treat others with the **dignity and respect** they deserve. We support learners in attaining a greater understanding of this sector, and its importance and significance in today's society.

In order to achieve a true understanding in Health and Social Care, topics have been intelligently sequenced based on the following rationale:

- The Health and Social Care curriculum has been planned following the specification and allows learners to develop their knowledge and understanding in this new subject, whilst building on skills they have started to develop in other subjects at Key Stage 3, and their life experiences.
- The curriculum starts with the fundamentals of Health and Social Care; how individuals **change** and **develop** throughout the different life stages **physically, intellectually, emotionally and socially**.
- The curriculum has been designed to take every opportunity to '**make the learning stick**'. Retention and revision strategies are embedded throughout the course, with many areas of the curriculum interleaved to strengthen this further. An example would be that learners learn about the impact certain factors and events might have on an individual's life during their lessons and later apply this to the case studies in their **Pearson Set Assignments (PSA's)** and their final examination. In their PSA tasks students will need to show an understanding of how people deal with life events and the best methods on how to support them.
- Teachers present subject content clearly, **promoting appropriate discussion** to deconstruct an in-depth understanding of concepts and content. We rigorously check learning and understanding, identify misconceptions accurately and provide clear, direct feedback - **responding and adapting** their teaching as necessary.
- We use our assessment to help learners embed knowledge fluently, close gaps, and to check understanding; this then directly informs high quality adaptive teaching.

The Health and Social Care curriculum will address social disadvantage by addressing gaps in learner's knowledge and skills:

- In Health and Social Care, the curriculum will expose learners to knowledge and skills they may otherwise fail to encounter in their everyday lives.
- The curriculum teaches the students about the **different life stages** that we all go through from birth to old age and that we all experience life differently. This includes a focus on the **different factors** that can affect a person's development **physically, emotionally, intellectually or socially** such as economic factors and social and cultural factors.
- The curriculum also has a focus on the different life events that people may go through throughout their lives. It studies the effects that these life events have on individuals, but also how the same life event can affect people differently depending on their **character traits and life circumstances**.

- The curriculum and provision of Health and Social Care will support disadvantaged students across Key Stage 4 by ensuring they get to see how their learning and experiences can lead to a **range of different career paths**, options and settings with **over 3 million people in the UK currently working in the HSC sector**.
- The Health and Social Care curriculum is **inclusive** of all learners no matter their circumstances, social setting, cultural or religious beliefs, gender, sex or race. In fact, learners develop a deeper understanding of these when looking at factors.
- Learners will also develop knowledge around the **local organisations** and **employers within the Health and Social Care sector in Blackpool and the surrounding area**.

We fully believe Health and Social Care can contribute to the personal development of learners at St George's:

- Students will have an opportunity to develop an understanding of health and social care services and develop skills in **applying care values** that are common across the sector (some of which are transferable to other sectors that involve **interactions with clients or customers**). Care values include treating others with **respect, maintaining confidentiality, promoting independence, preserving dignity and communicating with empathy and warmth**.
- Students are taught that some individuals accessing health and social care services are often **vulnerable**, for example, children or people with physical disabilities. For this reason, a set of care values exist. Students will learn how to **adopt caring behaviours** and apply them in their PSAs by detailing how **values and attributes** can support an individual under their care.
- Students are provided with the opportunity to understand that a person's health needs and social needs are different – even though both types of care are closely linked. Students are taught to understand that those who need **social care** are not always ill – they may be unable to carry out everyday activities like getting dressed or feeding themselves, or they may need help with their **day-to-day lives**.
- Providing students with the knowledge, understanding and skills that are the foundations for working within health and social care. This includes many of the skills that are used by healthcare professionals on a daily basis such as assessing a person's health and wellbeing and **designing individualised care plans**.
- Learners are equipped with a breadth of knowledge and skills in all areas of the curriculum at Key Stage 4. This qualification aims to **provide valuable insight** into this sector, encouraging learners to follow a **successful, fulfilling career**.
- Learners have access to **high-quality resources** within the curriculum, and develop a full range of transferable interpersonal skills, including **working with others, problem solving, independent study, and personal learning and thinking skills**.

- The practical transferable skills students master during studying Health and Social care such as **self-reflection, communication and teamwork** will allow students to **grow in confidence** and support their progress in the present and the future. Key transferable skills include:
 - **Cognitive and problem-solving skills:** use critical thinking, approach non-routine problems applying expert and creative solutions
 - **Intrapersonal skills:** communicating, working collaboratively and self-presentation
 - **Interpersonal skills:** adaptability and resilience, self-monitoring and development.

At KS4, our belief is that homework should be an interleaved revision of powerful knowledge that has been modelled and taught in lessons.

- This knowledge is recalled and applied through the variety of homework tasks that learners will be set to strengthen their understanding.
- Homework is vital in shaping **intrinsically motivated** and **self-sufficient students**. Our homework develops students' **organisation skills** and support them in understanding how to **work to deadlines** for their future employment and careers.
- We carefully and methodically plan our homework tasks so it works to supplement content taught in lessons to increase pace and depth of study. We use a range of knowledge and application tasks which have been designed to support students with their external and internal examinations within the subject.

Opportunities are built in to make links to the world of work to enhance the careers, advice and guidance that students are exposed to:

- During the course there are times where learners will have a **career focus**, exploring a profession linked to that particular unit of work. Learners study the specific qualifications and skills required, and examine the responsibilities of the job.
- We explore preparation for employment in the Health and Social Care sector and the skills and opportunities required to progress further within this field. Looking at the **range of courses and routes** into the **different professions**.
- Health care roles include **doctors, pharmacists, nurses, midwives** and **healthcare assistants**, while social care roles include **care assistants, occupational therapists, counsellors and administrators**. The curriculum focuses on students being given the opportunity to be introduced to the nature of these job roles and understand the qualities needed to fulfil the role.

- Students are taught about the range of health and social care services (primary, secondary, tertiary) that are available including **residential care, respite care and domiciliary services**, overall demonstrating to students the wide range of career opportunities that there are within health and social care.

A true love of Health and Social Care involves learning about various cultural domains. We teach beyond the specification requirements, but do ensure students are well prepared to be successful in BTEC examinations and Pearson set exams (PSA's):

- We instil the values needed for learners to become **morally aligned** and **successful members of our society**; it is essential to have an understanding that stretches beyond the confines of the specification to really contextualise knowledge and be able to apply it in the future. Pupils are exposed to additional, and sometimes commonly assumed, knowledge. Health and Social Care is a subject where people's experiences and background have an impact on who they are and (just as importantly) who they will become.
- Learners read around topics to enable broader exposure to contextual knowledge so they can really understand and appreciate how this links to health and society. The curriculum has been designed to include contemporary issues in relation to health and social care in the UK, including dealing with issues and pressures in relation to **political factors** and **funding**, providing a clear grounding in the sectors for those learners that may choose to enter into related professions or further **education and training**.
- Students are often provided with recent news articles in order for them to be aware of what is currently **happening in the world of Health and social care** at the present time.

Curriculum Sequencing

All learners are entitled to a curriculum and to the powerful knowledge that will open doors and maximise their life chances. Below is a high-level overview of the critical knowledge they will learn in this particular subject, at each key stage from Year 10 through to Year 11, in order to equip students with the cultural capital they need to succeed in life. The curriculum is planned vertically and horizontally giving thought to the optimum knowledge sequence for building a secure schema.

| | | Sequencing |
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| Year 10 | Term 1 | <p><u>Component 1: Human Lifespan Development – delivery</u></p> <ul style="list-style-type: none"> ● Growth and development: physical, intellectual, emotional and social. ● Life-stages: infancy, early childhood, adolescence, early adulthood, middle adulthood and later adulthood. ● Factors that impact health and wellbeing: physical, lifestyle, emotional, social, cultural, economic and environmental. |
| | Term 2 | <p><u>Component 1: Human Lifespan Development – delivery continued.</u></p> <ul style="list-style-type: none"> ● Life-events: health and wellbeing, relationship changes and life circumstances. ● Dealing with life events: character traits, formal and informal support. <p><u>Component 1: Human Lifespan Development - internal assessment in February – April</u></p> <ul style="list-style-type: none"> ● Tasks 1, 2, 3a, 3bi and 3bii |
| | Term 3 | <p><u>Component 2: Health and Social Care Services and Values – delivery</u></p> <ul style="list-style-type: none"> ● Health Care: primary, secondary, tertiary, allied health professional and multidisciplinary working. ● Social Care: Care for vulnerable individuals, foster care, residential care, respite care, domiciliary care, charities and voluntary care. ● Barriers: physical, sensory, language, intellectual, geographical, financial, social and cultural. |

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| Year 11 | Term 1 | <p><u>Component 2: Health and Social Care Services and Values – delivery</u></p> <ul style="list-style-type: none"> • Care Values: The 6 C's, skills and attributes of good care, benefits to individuals. • Obstacles: Psychological, unachievable targets, time constraints, lack of support and availability of resources. <p><u>Component 2: Health and Social Care Services and Values – internal assessment in October – December</u></p> <ul style="list-style-type: none"> • Tasks 1, 2, 3, 4 and 5. |
| | Term 2 | <p>Component 3: Health and Wellbeing – delivery</p> <ul style="list-style-type: none"> • Factors that impact health and wellbeing: physical, lifestyle, emotional, social, cultural, economic and environmental. • Interpreting health indicators: physical (BMI, blood pressure, resting heart rate), lifestyle (nutrition, smoking and alcohol). • Person-centred approach: features, benefits and importance. |
| | Term 3 | <p>Component 3: Health and Wellbeing – delivery and external assessment in May</p> <ul style="list-style-type: none"> • Recommendations and actions to improve health and wellbeing: exercise, diet, substances and the support available. • Barriers and obstacles: revisited • Reteach component 3 and exam skills |