

CURRICULUM PLAN

Department: Health & Social Care

Vision Statement: The Health and Social care department will nurture every student through their journey to develop their resilience and independence, growing into well-rounded individuals to succeed in today's diverse society. Students will experience and study a vast range of Health and Social Care topic areas requiring them to demonstrate maturity and respect for others.

Strapline:

The 6 C's of Colton Care

Care, compassion, communication, courage, competence, commitment

Curriculum Story:

Students start the BTEC Tech award in Health and Social Care in Year 10, with three components which gives them a good basis to commence the Level 3 National Diploma in Health and Social Care. Many go on to study relevant topics at university or look to undertake apprenticeships in the healthcare sector.

Skills developed:

The curriculum looks at the reasons some individuals have a higher morbidity and mortality rate than others. To identify these reasons Btec H&SC looks at inequality and the complex explanations behind this, using independent research and case studies, examining current affairs, policies and practice, and using their evaluative skills to make a reasoned judgement.

Year 10: Human Lifespan Development and Care Values

<u>Topics</u>	<u>Why we teach this</u>	<u>Links to last topic</u>	<u>Links to future topics</u>	<u>Key skills developed</u>	<u>Cultural capital opportunities</u>	<u>Links to whole school curriculum</u>
<u>Autumn 1</u> [Insert focus of the term here – no more than one line] Life stages and PIES, factors affecting growth and development						
<u>Human Lifespan Development</u>	<u>Look at areas of growth and development that contribute to the whole person including physical, intellectual, emotional and social. Examine how lifestyle choices impact an individual's health and wellbeing</u>	n/a	<u>Component 2 and 3. Forms the basis of understanding how everything affects us physically, intellectually, emotionally and socially</u>	<u>Developing quality written English</u>	<u>Practical experiences with real care babies</u> <u>Understand how individuals develop and the factors that affect growth and development</u>	<u>Social justice</u> <u>Cultural diversity</u> <u>Healthy living</u> <u>HPL - Enquiring</u>
<u>Autumn 2</u> Factors affecting growth and development and sources of support						
<u>Human Lifespan Development</u>	<u>Examine the physical, social and economic factors that are part of everyone's life, such as relationships and consider the ways they may impact on areas of growth and development. Life events can have an important impact on growth and development and the different sources of support available</u>	<u>Examine how factors can affect our physical, intellectual, emotional and social. How expected and unexpected life events affect our PIES</u>	<u>Health and wellbeing examination - examines the factors which make individuals unwell such as drugs, alcohol and smoking</u>	<u>Looking at evidence, analytical writing to present an argument.</u>	<u>Practical experiences with real care babies</u> <u>Understand how individuals develop and the factors that affect growth and development</u>	<u>Social justice</u> <u>Healthy living</u> <u>Cultural diversity</u> <u>HPL – Concerned for society</u>
<u>Spring 1</u> Practice assessments tasks 1, 2, 3a, 3b						
<u>Human Lifespan Development</u>	<u>Practice for assessments, tasks 1, 2, 3a & 3b</u>		<u>HWB examination in year 11</u>	<u>Practice assessments under exam conditions, RTE, redrafting</u>		<u>Social justice</u> <u>Healthy living</u> <u>Cultural diversity</u> <u>HPL - Practice</u>

Spring 2 Assessments for Human Lifespan Development						
<u>Human Lifespan Development</u>	<u>Formal assessment for Human Lifespan Development tasks 1, 2, 3a and 3b</u>		<u>HWB examination in year 11</u>	<u>Looking at evidence, analytical writing to present an argument</u>		<u>Social justice</u> <u>Healthy living</u> <u>Cultural diversity</u> <u>HPL – Meta-cognition</u>
Summer 1 Different types of health and social care services and the barriers to accessing them						
<u>Health and Social Care Services and Values</u>	<u>Understand the different types of health and social care services (primary, secondary, tertiary). Explore barriers individuals may face accessing services and how they may be overcome</u>	<u>An in-depth look at what professional support is available to individuals with specific needs and how barriers can affect these services</u>	<u>H&WB examination – Support available and obstacles that affect our H&WB</u>	<u>Independent research</u> <u>Group work</u>	<u>Examine local services in the Wolverhampton area for people with specific needs</u>	<u>Cultural diversity</u> <u>Healthy living</u> <u>HPL – Flexible thinking</u>
Summer 2 Understand the skills, attributes and values required to give care						
<u>Health and Social Care Services and Values</u>	<u>What are the values, attributes and skills care workers require, and their benefits.</u>	<u>Analyses how care workers skills from either healthcare or social care can impact an individuals H&WB</u>	<u>H&WB examination – person-centred approaches to improving H&WB</u>	<u>Independent research</u>	<u>Careers and healthcare professions</u>	<u>Cultural diversity</u> <u>Healthy living</u> <u>HPL – Connection finding</u>

<u>Year 11: Health & Wellbeing</u>						
<u>Topics</u>	<u>Why we teach this</u>	<u>Links to last topic</u>	<u>Links to future topics</u>	<u>Key skills developed</u>	<u>Cultural capital opportunities</u>	<u>Links to whole school curriculum</u>
<u>Autumn 1</u> Practice assessments for tasks 1-5						
<u>Health and social care services and values</u>	Practice assessments for tasks 1-5		<u>H&WB exam</u>	<u>Independent research</u> <u>Time management</u> <u>Practice assessments under timed conditions</u> <u>RTF, redrafting</u>		<u>Healthy living</u> <u>Civic responsibility</u> <u>Cultural diversity</u> <u>HPL - Practice</u>
<u>Autumn 2</u> Assessments for H&SC Services and Values, tasks 1-5						
<u>Health and social care services and values</u>	<u>Formal assessments for H&SC Services & Values tasks 1-5</u>		<u>H&WB exam</u>	<u>Looking at evidence, analytical writing to present an argument</u>		<u>Healthy living</u> <u>Civic responsibility</u> <u>Cultural diversity</u> <u>HPL – Meta-cognition</u>
<u>Spring 1</u> Person-centre health and wellbeing improvement plans						
<u>Health and Wellbeing</u>	<u>Factors that affect health and wellbeing, lifestyle choices</u>	<u>Covering all aspects of KS4 H&SC</u>	<u>KS5 National Diploma in H&SC – Unit 1 Human Lifespan Development</u>	<u>Independent research</u> <u>Time management</u>	<u>Examining the importance of lifestyle choices – smoking, alcohol, diet, drugs, safe sex, nutrition and exercise</u>	<u>Healthy living</u> <u>Civic responsibility</u> <u>Cultural diversity</u> <u>HPL – Concerned for society</u>
<u>Spring 2</u>						
<u>Health and Wellbeing</u>	<u>Interpreting health data and a person-centred approach to improving health and wellbeing</u>	<u>Covering all aspects of KS4 H&SC</u>	<u>KS5 National Diploma in H&SC – Unit 1 Human Lifespan Development</u>	<u>Communication skills</u> <u>Group work</u>	<u>Careers and healthcare professions</u>	<u>Cultural diversity</u> <u>Healthy living</u> <u>HPL – Connection finding</u>
<u>Summer 1</u>						
<u>Health & Wellbeing</u>	<u>Revision for H&WB exam</u>			<u>Exam revision</u> <u>Exam practice</u> <u>Redrafting</u>		<u>Cultural diversity</u> <u>Healthy living</u> <u>HPL - Practice</u>

Summer 2

--	--	--	--	--	--	--

<u>Year 12:</u>						
<u>Topics</u>	<u>Why we teach this</u>	<u>Links to last topic</u>	<u>Links to future topics</u>	<u>Key skills developed</u>	<u>Cultural capital opportunities</u>	<u>Links to whole school curriculum</u>
<u>Autumn 1</u>						
<u>Principles of health and social care practice/ Human biology and health</u>	<u>Understand the principles of health and social care practice that underpin meeting the care and support needs of individuals</u> <u>The organisation of the human body</u>	<u>KS4 – Human Lifespan Development, health related conditions that affect us as we get older</u>	<u>How lifestyle choices can affect our health and wellbeing (unit 1)</u>	<u>Critical thinking skills</u> <u>Time management</u> <u>Extended writing</u> <u>Exam practice</u>	<u>The 6Cs of care</u> <u>Communication and person-centred care</u>	<u>Social justice</u> <u>Healthy living</u> <u>HPL -Practice</u>
<u>Autumn 2</u>						
<u>Principles of health and social care practice/ Human biology and health</u>	<u>Examine how organisations, legislation and guidance inform practice in health and social care</u> <u>Body systems</u>	<u>KS4 – Health & Social Care Services and Values, conditions that individuals are genetically predisposed to</u>	<u>How lifestyle choices affect our health and wellbeing, and the effects of social and physical changes (unit 1)</u>	<u>Critical thinking skills</u> <u>Time management</u> <u>Extended writing</u> <u>Exam practice</u>	<u>Legislation relating the H&SC</u> <u>Understand the different types of care available and how they are regulated</u>	<u>Social justice</u> <u>Healthy living</u> <u>HPL -Practice</u>
<u>Spring 1</u>						
<u>Principles of health and social care practice/ Human biology and health</u>	<u>Examine how social determinants affect the health status of individuals and the importance of equality, diversity and inclusion in practice</u> <u>Disorders of the body and effect of body systems</u>	<u>KS4 – Health & Wellbeing, how lifestyle choices can affect our health and wellbeing</u>	<u>Promoting equality and diversity within H&SC – a thread throughout H&SC (unit 4)</u> <u>Prevalent health conditions from infancy to late adulthood (unit 1)</u>	<u>Evaluating H&SC case study and forming a contextual argument</u> <u>Extended writing</u> <u>Exam practice</u>	<u>Examine equality, diversity and discrimination</u> <u>How health conditions affect our health and wellbeing</u>	<u>Civic responsibility</u> <u>Cultural diversity</u> <u>HPL -Intellectual confidence</u>

<u>Spring 2</u>						
<u>Health, policy and wellbeing/Human biology and health</u>	<u>Understand the influence of social policy on public health</u>	<u>How health relates to social determinants of health (unit 3)</u>	<u>How legislation and policies protect against poor practice (unit 1)</u>	<u>Evaluating a H&SC case study and forming a contextual argument</u> <u>Extended writing</u>	<u>Guest speakers</u> <u>Ethical principles</u>	<u>Civic responsibility</u> <u>Cultural diversity</u> <u>HPL – Flexible thinking</u>
<u>Summer 1</u>						
<u>Health, policy and wellbeing</u>	<u>Examine the factors affecting public health policy and the impact of addressing these factors to improve public health</u>	<u>How healthcare relates to legislation and policy making (unit 3)</u>	<u>Factors that affect human growth and development (unit 1)</u>	<u>Evaluating a H&SC case study and forming a contextual argument</u> <u>Extended writing</u>	<u>Current affairs within health and social care</u>	<u>Civic responsibility</u> <u>Cultural diversity</u> <u>HPL - Enquiring</u>
<u>Summer 2</u>						
<u>Health, policy and wellbeing</u>	<u>Examine the impact of social policy as a driver to improve outcomes in public health</u>	<u>What organisations are involved in policy making (unit 3)</u>	<u>How organisations and MDTs support promotion, prevention and treatment at different life stages</u>	<u>Evaluating a H&SC case study and forming a contextual argument</u> <u>Extended writing</u>	<u>Current affairs within health and social care</u>	<u>Civic responsibility</u> <u>Cultural diversity</u> <u>HPL – Flexible thinking</u>

<u>Year 13:</u>						
<u>Topics</u>	<u>Why we teach this</u>	<u>Links to last topic</u>	<u>Links to future topics</u>	<u>Key skills developed</u>	<u>Cultural capital opportunities</u>	<u>Links to whole school curriculum</u>
<u>Autumn 1</u>						
<u>Working in H&SC</u>	<u>The roles and responsibilities of people who work in the health and social care sector</u>	<u>Promoting the rights, choices and wellbeing of individuals who use H&SC services</u>	<u>Ensuring safety in H&SC settings</u>	<u>Critical thinking skills</u> <u>Time management</u> <u>Exam practice</u>	<u>Careers and healthcare professions</u> <u>Current affairs</u>	<u>Civic responsibility</u> <u>Social justice</u> <u>HPL - Practice</u>
<u>Autumn 2</u>						
<u>Working in H&SC</u>	<u>The roles of organisations in the health and social care sector, working with people with specific needs in the health and social care sector</u>	<u>Responsibilities of organisations towards people who work in H&SC settings</u>	<u>Working with people with specific needs in the H&SC sector</u>	<u>Critical thinking skills</u> <u>Time management</u> <u>Exam practice</u> <u>Redrafting</u>	<u>Careers and healthcare professions</u> <u>Current affairs</u>	<u>Civic responsibility</u> <u>Social justice</u> <u>HPL - Practice</u>
<u>Spring 1</u>						
<u>Physiological disorders and their care</u>	<u>Investigate the causes and effects of physiological disorders. Examine the investigation and diagnosis of physiological disorders</u>	<u>Types of physiological disorders and effects on body systems and functions</u>	<u>Investigative procedures that may be undertaken when diagnosing physiological disorders</u>	<u>Independent research</u>	<u>Practical experiences using mannikin (CPR)</u>	<u>Cultural diversity</u> <u>Human biology</u> <u>HPL – Concerned for society</u>
<u>Spring 2</u>						
<u>Physiological disorders and their care</u>	<u>Examine treatment and support for service users with physiological disorders.</u>	<u>Treatments and professionals involved in the care and support of individuals with physiological disorders</u>	<u>Different types of care settings for individuals with physiological disorders</u>	<u>Independent research</u>	<u>Visit to local residential care home</u>	<u>Cultural diversity</u> <u>Human biology</u> <u>HPL -</u>
<u>Summer 1</u>						
<u>Physiological disorders and their care</u>	<u>Develop a treatment plan for service users with physiological disorders to meet their needs</u>	<u>Care methods and strategies for individuals with</u>	<u>Independent work in preparation for university</u>	<u>Independent research</u>	<u>Understanding the importance of self-care including BMI, healthy diet and</u>	<u>Cultural diversity</u> <u>Human biology</u> <u>HPL – Meta-cognition</u>

		<u>physiological disorders</u>			<u>exercise, BP and temperature checks</u>	
<u>Summer 2</u>						

Appendix A: Whole-school Curriculum Vision

OUR CURRICULUM VISION

Colton Hills Community School is an inner-city school with a diverse cohort that draws from a wide range of cultures, nationalities and identities. A significant majority of our students come from working class backgrounds, and many from households where resources can be scarce and access to cultural capital is limited. Our school proudly holds the status of a School of Sanctuary, where students from across the local area – and across the globe, too – can come together to learn harmoniously regardless of their background and upbringing. We are aware of the challenges of our students' lives, but do not use them as an excuse.

Therefore, the intention of our curriculum is that we will offer our students the access to a broad and varied curriculum that seeks to equip them for modern life. We intend it to be knowledge-rich, deep in its explorations of topics, challenging in its delivery and with a distinctive, outward-looking, international feel. We recognised the importance of grounding our curriculum in its wider contexts to enable us to fill gaps in our students' knowledge that they may have when compared to students from more affluent backgrounds, and we are unapologetic in ensuring that our students have every opportunity to engage with as much powerful knowledge as those more fortunate than they are.

With these school contexts in mind, at Colton Hills we have built our curriculum around a series of thematically based Curricular Concepts that students will see in various subjects, enabling them to draw links and supporting them in making connections that might not always be apparent to them.

The intention of our curriculum at all stages is that we will teach all children at the school that:

- 1 – Humanity is on an optimistic, positive journey of developing tolerance, enfranchisement and rights for all peoples, and we must all play our part in this (SOCIAL JUSTICE)**
- 2 – Diversity is a gift to be valued, one that enriches our school, and that the shared histories of all cultures are worthy of respect and understanding (CULTURAL DIVERSITY)**
- 3 – Respect for the law, democracy and its institutions are vital, but that existing power structures should always be respectfully questioned (CIVIC RESPONSIBILITY)**
- 4 – Technological development is full of great human achievement, but is not without its challenges and drawbacks of which we must always be aware (TECHNOLOGICAL PROGRESS)**
- 5 – The natural world is a place of wonder, mystery and beauty that should be respected, revered and protected, particularly in the face of climate change (PRECIOUS PLANET)**
- 6 – Our health – mentally, physically and spiritually – is of primary importance and must be preserved as it contributes immensely to a happy and productive life (HEALTHY LIVING)**
- 7 – Being enterprising and financially independent is crucial, but making money should always be weighed against the moral decisions about who it might affect (ETHICAL ENTERPRISE)**
- 8 – An appreciation of the vast array of creative arts and their power to entertain and educate is vital in an enriched, meaningful and fulfilled life (ARTISTIC CREATIVITY)**

Students who leave school with wider awareness of the world around them, with self-respect and with a personal morality will be best able to take advantage of all that life offers, and find their place in the world as a citizen of all of their communities.