



## SHIRLEY HIGH SCHOOL PERFORMING ARTS COLLEGE

*Our Vision:*

*To develop aspirational learners who strive for excellence academically, creatively and culturally, benefitting from a wide range of opportunities led by inspirational educators.*

### HEALTH AND SOCIAL CARE DEPRATMENT

#### Intent of the curriculum:

Over 3 million people in the UK work in health and social care; that is equivalent to 1 in every 10 people. Demand for both health and social care is likely to continue to rise due to the ageing population and global health issues, so it is sure to continue to play a key role in UK society. The demand for people to fill these vital jobs will continue to increase. Our rationale is to provide a fluid and dynamic knowledge rich KS4 option curriculum, which gives learners the aspirations to access and progress to KS5 and beyond. This course will help learners to develop key transferable skills and knowledge such as self-evaluation, responding to regular feedback and research skills.

Learners will study how people grow and develop over the course of their lives from infancy to old age, and the factors that may affect this, such as major life events like marriage or parenthood. Learners will analyse this impact from a positive and negative viewpoint, demonstrating developing their compassion and empathy for others. Learners will understand how people adapt to these changes and the local and national health and social care support that is available to them. Learners will also research health and social care services in their local community. They will look at how people access the local health and social care services provided and the support that is given in the local community. Learners will be given the opportunity to demonstrate and apply the key care values to a variety of scenarios, developing 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, learners will be given the opportunity to self-reflect about choices they make and how they affect others.

Learners will also benefit from guest speakers from their local community and beyond. The opportunity to visit and take part in work experience in a variety of settings such as pre-schools, primary schools and nursing homes will be facilitated for our learners so that they can see their study in action. In Health & Social Care student aspirations will be nurtured by developing key links with universities for all students. Learners will also be able to draw on the knowledge and skills acquired from other GCSE subjects where relevant. Learners can use the knowledge and skills from GCSEs generally, giving them the opportunity to apply their academic knowledge to everyday and work contexts. It does not limit progression options because the skills acquired are applicable to a range of future pathways.

Both KS4 and KS5 are currently working through the BTEC Level 1/2 Tech award in Health and Social Care, however we intend to introduce a Level three HSC option from September 2022. Areas of study are:

We begin by introducing Life Stages, the key Healthcare services and their roles as these form a foundation of understanding the topics explored within the subject and stimulate both interest and enthusiasm. Healthcare services is used to generate an aspirational careers focus to the course from the outset and this is stitched through all of the provision.

We then focus upon the impact of lifestyle factors and life events on development and the barriers people face when accessing different healthcare services. These two topics naturally follow on as they explore the differences between people and how they can have an impact on their lives. At this point we also introduce knowledge from the examined component as it links effectively and also explores factors that affect health and wellbeing.

To ensure students are able to retrieve and consolidate this understanding, we begin to explore the topics covered using case studies and familiar people. This is introduced at this stage to give the students real world examples of the theoretical aspects covered so far and is repeated through the course to interleave retrieval, each time building upon what is analysed within each case study.



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The focus on life events continues through the following term and is supplemented with a focus on the seven care values, these support the learners as they tackle some of the emotionally challenging material of life events by exploring how those working in the services support care users. This is then developed in the following term when learners apply their understanding of the care values practically through script writing and role play in lessons that is embedded through practical demonstrations in the following half term. The learners also focus on the support available to care users at different life stages at this point as it supports the role play segment of learning well and underpins the vocational focus of the course.

### **Implementation:**

Assessment takes the form of extended writing in response to case studies as well as short answer examination style tests that focus upon the retrieval of key knowledge that will be assessed in component three.

Springboards will be encouraged from current events, exploring health in the news with the learners to keep the focus on the course relevant to their everyday life. There will also be opportunities to springboard into the science and PE curriculum, linking key health concepts and developing these within the context of personal development and the healthcare services.

Homework set weekly will be linked to progressing the learning from lessons and will include the creation of resources, extended responses to case studies, interviews with relatives, rehearsal of role plays or research into local care providers.

Independent tasks are included in the form of research into specific careers linked to care providers, local healthcare provision in our area and responses to case studies once proficient. Learners explore their own life events and lifestyle factors and create plans for improving their health through healthcare improvement plans. Work experience in the healthcare services is encouraged in year 10 and regular visitors from the relevant services in our local area provide vital links to facilitate this.

Debates and presentations will happen throughout the course, particularly focussing on the place of the NHS within global healthcare and the impact of life events and lifestyle factors on growth and development.

### **Impact:**

Assessment will demonstrate high levels of analysis and empathy for the circumstances of others, using knowledge to underpin judgements and recommendations made.

Feedback will be focussed upon stretching learners to think beyond their own experiences and ensure they are striving to create work that is the strongest they can produce.

Schemes of learning will focus on the content delivered for each component divided between teaching staff and will show how each component interleaves key concepts.

Progress over time will be demonstrated rapidly, particularly in year 12 where the course is delivered intensively over one year. The progress will be demonstrated through the depth of analysis shown in extended writing and the appropriateness of recommendations made in healthcare plans.

Formal summative assessment and PPEs will take place for each NEA component and preparation for the component three exam. Learners will experience the examination style questions early on in the course to build confidence and aspirations.

External results and reviews will reflect upon the learners' progress and attainment at both level 1 and level 2 and the expectation for all learners is that they will attain higher grades in the level 2 banding.

As learners will be selecting the foci of their case study reviews they will have the opportunity to flex their student voice, they will also have the opportunity to select the healthcare providers who visit and trips that the groups participate in.

Learners will think deeply within lessons and evidence this within extended writing, by considering the circumstances of others and the detrimental impacts life events can have upon development. They will



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explore the context of Healthcare and they will demonstrate the ability to compare our own healthcare system with that of other countries and place that within political contexts.

Students studying Health & Social Care will show increased understanding and awareness of the world around them; they will demonstrate an understanding of and connection with their immediate, local and national communities.

Health & Social Care graduates will be skilled in delivering healthcare demonstrating the 7 care values, they will be able to perform first aid and CPR, they will be able to analyse individual circumstances and be skilled in creating healthcare improvement plans that are intrinsically linked to the needs of the individual.

Empathy and respect underpin the whole Health & Social Care curriculum, learners will show heightened empathy for others and will be more likely to be active leading participants in the school community.

**Head of Department:** Mrs V Perry – [perry@shirley.croydon.sch.uk](mailto:perry@shirley.croydon.sch.uk)

We want all at SHS to believe in and maintain the values of our school:

