

Statement of Intent

Health and Social Care and Child Development and Care are designed with the workplace in mind and provide a high-quality alternative to traditional GCSE and A Level courses. Students gain the knowledge and skills required for employment and for the community as a whole, developing behaviours and attributes needed to progress and succeed in education and in the workplace.

Key Stage 4 Curriculum

Child Development and Care

Students will complete the NCFE Level 2 course in Child Development and Care. This course is made up of 3 units. Two of these are coursework units; an introduction to working with children aged 0-5 years and development and well-being 0-5 years. The third unit is an exam, using synoptic scenario based short answer questions, based on knowledge and understanding gained whilst learning and completing the coursework units. Students will have 3 lessons a week and a homework task, linked to the unit they are completing.

Key Stage 5 Curriculum

Health and Social Care

Students will study the OCR Cambridge Technical in Health and Social Care (Level 3) as an 'Extended Certificate' (1 A-Level equivalent) or a 'Diploma' (2 A Level equivalent). Students will complete six units over two years on the single award, two of these are exam units and four coursework units. For the double award students will complete twelve units, five exam and seven coursework units over two years. Students will have either 6 or 12 lessons a week and regular homework linked to either their coursework or exam units. Students will study units such as: Infection Control, Safeguarding, Sexual health, Reproduction and Early Development, Sociology for Health and Social Care and Anatomy and Physiology.

Extended Learning

What we offer to extend the learning of our students

In year 10 students have the opportunity to attend the V&A Childhood Museum. Within careers week students can choose to attend Kingston University to see the training facilities and hear talks on careers in Health and Social Care. Students are given suggestions on documentaries and additional reading to extend knowledge outside of the classroom.

What parents can do to support extended learning in this subject

Parents can encourage and extend learning in Health and Social Care and/or Child Development and Care through trips to the Science Museum, reading articles on the NHS 'behind the headlines' website and watching topical programmes/documentaries such as: Child of Our Time, The Secret Life of 4 Year Olds, Inside Out or Panorama (when the focus is on health, social care or early years provision). Students should also be encouraged to read reputable news articles in the field.

KS4 Curriculum Map – NCFE Child Development and Care Level 2


	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Year 10	Unit 1: An introduction to working with children aged 0-5 years <ul style="list-style-type: none"> The types of settings and local provision for children. How to prepare for placement. 	Unit 1: An introduction to working with children aged 0-5 years <ul style="list-style-type: none"> The responsibilities and limits of the early years worker in placements. Individual needs and the necessity for fairness and inclusive practice. 	Unit 1: An introduction to working with children aged 0-5 years <ul style="list-style-type: none"> Know your own preferred learning style and develop relevant study skills. Coursework completion. 	Unit 2: Development and well-being 0-5 years <ul style="list-style-type: none"> The expected pattern of holistic child development. 	Unit 2: Development and well-being 0-5 years <ul style="list-style-type: none"> The importance of observations and assessments and how they support development. 	Unit 2: Development and well-being 0-5 years <ul style="list-style-type: none"> The factors that may affect children’s holistic development. How to use everyday care routines and activities to support independence, health, safety and well-being.
Year 11	Unit 3 Child care and development 0-5 years <ul style="list-style-type: none"> The stages of development of Factors that may affect development Provision available for children in different sectors Responsibilities of an Early Years worker working with children Children’s development and individual needs Learning Styles and study skills 	Unit 02: Development and well-being 0-5 years <ul style="list-style-type: none"> Coursework write up 	Unit 2: Development and well-being 0-5 years <ul style="list-style-type: none"> Improvements to coursework 	Unit 3 Child care and development 0-5 years <ul style="list-style-type: none"> The stages of development of children 0-5 years Factors that may affect development The variety of provision available for children in different sectors 	Unit 3 Child care and development 0-5 years <ul style="list-style-type: none"> The responsibilities of an Early Years worker working with children How to support children’s development and individual needs Learning Styles and study skills 	

KS5 Curriculum Map – OCR Technical Health and Social Care

	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Year 12 (Single and Double Award)	<p>Unit 4 Anatomy & Physiology for Health and Social Care</p> <ul style="list-style-type: none"> The cardiovascular system, malfunctions and their impact on individuals. The respiratory system, malfunctions and their impact on individuals <p>Unit 3 Health, Safety & Security</p> <ul style="list-style-type: none"> The potential hazards in health, social care and child care environments. How legislation, policies and procedures promote health, safety and security in health, social care and child care environments. 	<p>Unit 4 Anatomy & Physiology for Health and Social Care</p> <ul style="list-style-type: none"> The digestive system, malfunctions and their impact on individuals The musculoskeletal system, malfunctions and their impact on individuals <p>Unit 3 Health, Safety & Security</p> <ul style="list-style-type: none"> The roles and responsibilities involved in health, safety and security in health, social care and child care environments How to respond to incidents and emergencies in a health, social care or child care environment. 	<p>Unit 4 Anatomy & Physiology for Health and Social Care</p> <ul style="list-style-type: none"> The control and regulatory systems, malfunctions and their impact on individuals The sensory systems, malfunctions and their impact on individuals <p>Unit 23 Sociology for health and social care</p> <ul style="list-style-type: none"> Sociological perspectives Sociological perspectives about health and social care 	<p>Unit 4 Anatomy & Physiology for Health and Social Care</p> <ul style="list-style-type: none"> The sensory systems, malfunctions and their impact on individuals <p>Unit 23 Sociology for health and social care (coursework)</p> <ul style="list-style-type: none"> The patterns and trends in health and illness among different social groups Sociological perspectives about the organisation and management of health and social care 	<p>Unit 4 Anatomy & Physiology for Health and Social Care</p> <ul style="list-style-type: none"> Revision and exam practice <p>Unit 23 Sociology for health and social care</p> <ul style="list-style-type: none"> Complete coursework 	<p>Unit 4 Anatomy & Physiology for Health and Social Care</p> <ul style="list-style-type: none"> Exam <p>Unit 23 Sociology for health and social care</p> <ul style="list-style-type: none"> Coursework improvements

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Year 12 (Double Award)</p>	<p>Unit 13 Sexual health, reproduction and early development</p> <ul style="list-style-type: none"> Sexual health and contraception The importance of pre-natal health and the process of conception Know the factors which could affect health in pregnancy and the success of the birth 	<p>Unit 13 Sexual health, reproduction and early development</p> <ul style="list-style-type: none"> The stages of pregnancy and birth and the post-natal care of the mother The care and development of the baby in the first year of life 	<p>Unit 13 Sexual health, reproduction and early development</p> <ul style="list-style-type: none"> Coursework to be completed. 	<p>Unit 13 Sexual health, reproduction and early development</p> <ul style="list-style-type: none"> Coursework to be completed. 	<p>Unit 12 promote positive behaviour</p> <ul style="list-style-type: none"> Be able to promote positive behaviour Understand situations in which staff are required to use reactive and restrictive interventions Be able to use interventions to promote positive behaviour, considering the impact on the individual Know relevant legislation and guidance related to promoting positive behaviour 	<p>Unit 12 promote positive behaviour</p> <ul style="list-style-type: none"> Be able to use interventions to promote positive behaviour, considering the impact on the individual Know relevant legislation and guidance related to promoting positive behaviour
	<p>Unit: 6 Personalisation & a Person Centred Approach</p> <ul style="list-style-type: none"> Personalisation in health and social Methods used to implement a person-centred approach care 	<p>Unit: 6 Personalisation & a Person Centred Approach (exam unit)</p> <ul style="list-style-type: none"> The methods used to implement a person-centred approach How to plan and conduct review meetings using a person-centred approach <i>Revision for Unit 3: January exam.</i> 	<p>Unit 5 Infection control</p> <ul style="list-style-type: none"> Understand infection control in health and social care Know the chain of infection Be able to control the spread of infection The role of the health and social care worker in controlling infection 	<p>Unit 5 Infection control</p> <ul style="list-style-type: none"> Be able to control the spread of infection The role of the health and social care worker in controlling infection 		

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Year 13 (Single and Double Award)</p>	<p>Unit 2 Equality, diversity and rights in health and social care</p> <ul style="list-style-type: none"> • Concepts of equality, diversity and rights; how these are applied in the context of health, social care and child care environments • The impact of discriminatory practices on individuals in health, social care and child care environments 	<p>Unit 2 Equality, diversity and rights in health and social care</p> <ul style="list-style-type: none"> • How current legislation and national initiatives promote anti-discriminatory practice in health, social care and childcare environments • How equality, diversity and rights in health, social care and childcare environments are promoted. • January exam revision 	<p>Unit 1 building positive relationships (coursework)</p> <ul style="list-style-type: none"> • Understand relationships in health, social care or child care environments • The factors that influence the building of relationships 	<p>Unit 1 building positive relationships</p> <ul style="list-style-type: none"> • How a person-centred approach builds positive relationships in health, social care or child care environments • Be able to use communication skills effectively to build positive relationships in a health, social care or child care environment • Complete coursework 	<p>Unit 17 supporting people with mental health conditions</p> <ul style="list-style-type: none"> • Know the main concepts, types, causes and effects of mental health conditions • Be able to support individuals with mental health conditions to plan their care, treatment and support • Complete coursework & Resit revision. 	
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Year 13 (Double Award)</p>	<p>Unit 7 Safeguarding</p> <ul style="list-style-type: none"> Types and signs of abuse Factors which may lead to abusive situations Legislation, regulatory requirements and guidance which govern the safeguarding of adults, young people and children 	<p>Unit 7 Safeguarding</p> <ul style="list-style-type: none"> How to deal with suspected abuse and disclosures of abuse Working strategies and procedures for the safeguarding and protection of adults, young people and children How workers within health, social care and child care environments can minimise the risk of abuse Revision for January exam 	<p>Unit 18 Caring for older people</p> <ul style="list-style-type: none"> The ageing process Be able to support older people to plan their care and support 	<p>Unit 18 Caring for older people</p> <ul style="list-style-type: none"> The potential vulnerability of older people 	<p>Revision for resit exams</p>	
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