

Health and Social Care Curriculum at Brownhills Ormiston Academy



The health and social care sector is one of the fastest growing sectors in the UK with demand for both health and social care employees continuously rising. In 2019/20, the adult social care sector contributed approximately £41.2 billion a year to the UK economy. Social care employees such as care assistants and social workers work with individuals to support them to be as independent as possible in their own homes, in care homes or nursing homes. Healthcare employees, such as doctors, pharmacists, nurses, midwives, healthcare assistants and physiotherapists, work with individuals to enhance their quality of life by improving their health. Approximately 3 million people are currently employed in the sector. In 2019, it was estimated that by 2035 approximately 2.17 million health and social care job vacancies will need to be filled.

We follow the OAT Trust curriculum purpose: teaching the curriculum to improve the knowledge and skills of the students; developing students socially and emotionally and designing the curriculum so that students can excel and barriers are overcome to learning. We also promote the four key Academy Trust values – anyone can excel, share what is best, inclusivity and enjoying challenges. The Academy values of ‘Ready, Respect, Safe’ is at the heart of our course – not just understanding what to do, but demonstrating it throughout.

- Health and Social care at Brownhills Ormiston Academy enables pupils to develop knowledge and skills that will help them to prepare for Health and Social Care professions and provide them with pathways that enable them to do so.
- We develop a cultural capital that promotes an aspiration to achieve.
- We encourage students by supporting them to make moral, safe and ethical choices in an ever changing and diverse society.
- We will work together with our students to promote respect and equality at all times, promoting the use of the Care Values that underpin effective Health and Social Care : Dignity, respect, safeguarding, anti-discriminatory practice, empowering and promoting independence, confidentiality and effective communication.
- We aim to develop the skills they require such as research, interpreting data and lifestyle indicators (to assess an individual’s health) and planning (designing a health improvement plan) through the use of a variety of methods – case studies, videos and documentaries).
- Throughout each year group, students will have the opportunity to share their personal viewpoints and work collaboratively as well as developing their **oracy, writing and reading skills, through discussion, presentations and coursework assignments.**
- **We teach vocabulary that enables students to identify, describe, explain, compare and analyze the impact of life events on a person’s development and use case studies to enhance understanding of the needs of the local and wider community. Disciplinary reading is chosen to reflect the experiences of others and help our learners to understand the context of problems and issues that others can face.**
- We develop a cultural capital that promotes learning how to cooperate with others, listen to other’s opinions and emotions, improve self-esteem through understanding

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and understand the needs of others. (taking into account individual circumstances, cultural differences, socio economic differences and their impact)

- We seek curriculum enrichment opportunities which promote positive health and wellbeing.

Sequencing of lessons

Key Stage 4:

The course is divided into the following three components (Component 1 – Human Lifespan Development; Component 2 – Health and Social Care Services and Values; Component 3 – Health and Wellbeing).

Year 10 : When students enter KS4 they commence their BTEC Tech Award course of study. Two components are studied for coursework assignments : Component 1 and Component 2. This year focuses on how humans grow and develop through different life stages (through infancy, early childhood, adolescence and adulthood). Students look in detail at how humans develop physically, intellectually, emotionally and socially. Students will also examine the factors that influence development as we age. They will investigate how, using case studies, human development is affected by different factors - such as lifestyle choices and the impact of relationships and that people deal differently with life events (such as marriage, parenthood or moving house). We also look at how their personality traits influence how they cope, such as resilience.

During the summer term students study health and social care services and how they meet the needs of service users. They focus on the Primary, Secondary and Tertiary services that may offer support and examine the barriers that individuals may face when trying to access help and care and ways to overcome these barriers. Case studies and documentaries are provided for students to examine the different situations that people face themselves in. We look at the care values and introduce learners to the skills required to be able to reflect on their own and others demonstration of the values.

Window for assessment (Pearson set assignments for Component 1 is May/June)

Year 11: This year begins with a focus on continuing with component 2 topics - developing knowledge and practical skills when applying care values, through role play (preserving dignity, safeguarding), anti-discriminatory practice (promoting anti-discriminatory practice by being aware of types of unfair discrimination and avoiding discriminatory behaviour), empowering and promoting independence (involving individuals, where possible, in making choices) and maintaining confidentiality), effective communication and respect (respecting service users' needs, beliefs and identity).

Window for assessment (Pearson set assignments): December/January and May/June

In readiness for the external exam, during the latter part of the Autumn term students move onto their final component of study – Health and Wellbeing,. Students learn the factors that affect health and wellbeing - physiological and lifestyle indicators, and how to

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design a health and wellbeing improvement plan. They will learn how to interpret physiological and lifestyle indicators, and what they mean for someone's state of health. They will learn how to use this information to design an appropriate plan for improving someone's health and wellbeing, including setting short- and long-term targets. Additionally, they will explore the barriers and obstacles an individual may face when trying to make these changes and be able to make person-centred recommendations to improve the health and well being of individuals.

Assessment

Students receive regular formal and informal assessments to improve their recall skills and to recap previous knowledge. Peer and self-assessment are used to encourage reflection and awareness of how to move forward with their learning so they can understand how they can achieve their full potential, along with regular recall activities, key word glossary tests and spelling tests. Practise PSA's are used to allow students to develop the skills and understanding needed to be able to complete their Pearson Set Assignments once they are released.

Year 10

Autumn / Spring Term : Component 1: Human Lifespan Development (30%).

This component is internally assessed by a formal Pearson Set Assignment (PSA) , which includes four tasks. It is known as 'non-exam internal assessment'.

All PSA's are released in January and must be completed by May. A sample of learners work is then sent to an external Standards Verifier, for the Moderation of marks. Final marks are not released until August.

To complete the Pearson Set Assignment learners will be required to complete tasks that:

- Task 1** Show their knowledge and understanding of PIES growth and development through the life stages
- Task 2** Show their knowledge and understanding of the impact of different factors on PIES growth and development through the life stages stages
- Task 3** Show their knowledge and understanding of the impact of life events on PIES growth and development.
- Task 4** Show their knowledge and understanding of how individuals adapt to life event

Summer Term: Component 2 Health and Social Care Services (30%) internally assessed by a Pearson Set Assignment (PSA)

The PSA's are not released until September in year 11. During summer term 2 students learn about the topics in component 2 (Care Values and Services) and the assessments they complete are based on practise PSA's.

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Learners are required to complete practise PSA tasks that show their knowledge and understanding of:

- How health care services work together to meet the needs of an individual / How social care services meet the needs of an individual (Group presentation)
- How health care professionals demonstrate the skills, attributes and values when delivering care to an individual (Verbal Feedback PSA – promoting oral literacy – preparing a reflective observation sheet to look at the care values shown by an individual)

Year 11

Autumn Term

Component 2 Health and Social Care Services (30%) is continued and **internally assessed** by a Pearson Set Assignment (PSA) , which includes five tasks.

The PSA's for this component are released in September and must be completed by 15th December. A sample of learners work is then sent to an external Standards Verifier, for the Moderation of marks. Final marks are not released until Spring Term.

Learners are required to complete formal PSA tasks that show their knowledge and understanding of:

- Task 1** How health care services work together to meet the needs of an individual
- Task 2** How social care services meet the needs of an individual
- Task 3** Barriers an individual could face when accessing services in health or social care
- Task 4** How health care professionals demonstrate the skills, attributes and values when delivering care to an individual
- Task 5** How the skills, attributes and values of care professionals can help an individual to overcome potential obstacles

Spring Term: Component 3: Health and well-being (40%) (externally assessed; a 2 hour exam)

External assessment May

This final unit builds on knowledge learned in Components 1 and 2 and enables learners to bring these together and relate to a real-life situations. Learners will need to assess an individual's health and wellbeing and use this to analyse how choices and situations affect good health They will need knowledge about a variety of health conditions and how to improve these as well as positive lifestyle choices for the best possible health and well-being of an individual.

Formal assessment is a 2 hour exam which is externally assessed.

During the term, learners will be assessed throughout using exam paper style questions and an internal mock examination in March.

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