

KS4 Statement of Intent – Health and Social Care

'A good head and good heart are always a formidable combination.' - Nelson Mandela

All professions in health and social care require both intelligence and a great deal of compassion and kindness. It is the combination of these attributes that ensures that health and social care practitioners are able to meet the needs of those for whom they provide care. Studying Health and Social Care enables students to develop their understanding of care principles that underpin care across health, social care and educational sectors. Students will also learn about the importance of holistic care and development for babies, children and young people, elderly, vulnerable patients and service users. Health and Social Care in our society represents the very embodiment of *Living together in faith, dignity and hope*, whether this applies to the young, the elderly, and the vulnerable. It is the care of these groups that makes us the society we are with the embodiment of a caring culture.

The main focus of the course is on four areas of equal importance, which cover the:

- Development of key skills that prove aptitude in health and social care such as interpreting data to assess an individual's health
- Process that underpins effective ways of working in health and social care, such as designing a plan to improve an individual's health and wellbeing
- Attitudes that are considered most important in health and social care, including the care values that are vitally important in the sector, and the opportunity to practise applying them
- Knowledge that underpins effective use of skills, process and attitudes in the sector such as human growth and development, health and social care services, and factors affecting people's health and wellbeing.

The curriculum aims to offer an inclusive learning experience in which no student is left behind in terms of barriers to learning. Scaffolding of new learning takes place with the use of writing frames and audio and visual resources: extensive modelling is practised by all teachers to ensure SEND students are accessing information. These students also benefit through more manageable, stepped, portions of information and the use of low-stakes testing and retrieval exercises to raise confidence, as well as memory and consolidation activities for homework.

Year 10

Substantive knowledge

In Unit 1 learners investigate how, in real situations, human development is affected by different factors and that people deal differently with life events. They start Unit 2 in the final term of Year 10. In which they study and explore practically, health and social care services and how they meet the needs of real service users. They also develop skills in applying care values.

Disciplinary knowledge

Students use a variety of qualitative and quantitative techniques to investigate these topics, including the use of case studies and real time scenarios. In Year 10 they are encouraged to complete a work experience placement in this sector

Year 11

Substantive knowledge

Students continue with Unit 2 in which they study and explore practically, health and social care services and how they meet the needs of real service users. They also develop skills in applying care values. In Unit 3, which is externally assessed, students study the factors that affect health and wellbeing, learning about physiological and lifestyle indicators, and how to design a health and wellbeing improvement plan

Disciplinary knowledge

Students continue to use a variety of qualitative and quantitative techniques to investigate these topics, including the use of case studies and real time scenarios.