

## Health and Social Care

### Curriculum intent

**By the end of their education, a student of Health and Social Care at Dixons Brooklands Academy will:**

- Have developed analytical thinking skills in relation to case studies along with empathy and tolerance of a broad range of health and social care related issues.
- Have developed the relevant understanding and knowledge to promote their success as a highly efficient professional in the field.

**It is the vision of the Health and Social Care department at Dixons Brooklands Academy to equip all young people with a genuine enthusiasm for the health and social care sector and a range of health and social care experiences in order to apply their learning in context.**

**In order to achieve a true understanding of Health and Social Care, topics have been intelligently sequenced based on the following rationale:**

- Students first acquire knowledge about how humans develop physically, intellectually, emotionally and socially at different life stages, learning about developmental milestones. They then build on this foundational knowledge to understand how life events, such as illness, neglect and poverty can disrupt human development.
- Once students have a secure understanding of the factors that determine development, they learn how social care and health care proactive and reactive interventions can be protective factors in human development and wellbeing.
- Students then apply their knowledge to plan to engage services and write health improvement plans for individuals in a variety of case studies.
- In order to enable high knowledge retention, previous knowledge is revisited through the use of strategies such as: do now activities, home learning, explicit teaching and targeted questioning.

**Within the HSC, knowledge is sequenced in an order which allows the foundational knowledge to be instilled first and then developed and built upon throughout the rest of the course. This includes knowledge in the following areas:**

- The life stages and key characteristics in the physical, intellectual, emotional and social (PIES) development classifications and the different factors that can affect an individual's growth and development.
- Different life events and how individuals can adapt or be supported through changes caused by life events.
- Health and social care conditions, how they can be managed by the individual and the different health and social care services that are available.
- The barriers and obstacles an individual may encounter and how these can be overcome.
- The skills, attributes and values required to give care and how these benefit the individual.
- How factors can affect an individual's current health and wellbeing
- How physiological indicators and an individual's lifestyle choices determine physical health
- The use of the person-centred approach
- Recommendations and actions to improving health and wellbeing and the barriers or obstacles individuals may face when following recommendations and the support available to overcome.

**The Health and Social Care curriculum will address social disadvantage by addressing gaps in students' knowledge and skills:**

- When designing our Health and social care curriculum consideration has been made to the school context and the needs of students within the school. This includes adjusting the examples of health and social care settings to include nearby provisions and adjusting the case studies of factors which affect development to again take into account potential sensitivities of students. For this reason, the curriculum will be constantly reviewed to ensure that it meets the needs of current cohorts of students.
- All students are provided with a course revision guide and practice assessment book which can be taken home. This allows content to be revisited at home and students are guided through a variety of revision methods to help with this.
- Students' cultural capital is developed through the provision of learning activities which include insights from early years professionals, off site visits and real life examples, local where possible, being used throughout the course.
- All lessons teach to the top and are scaffolded for students who require additional support. This helps to address any gaps students may have in their learning and misconceptions to be addressed. Students who require additional support are provided with scaffolds such as writing frames, key words banks and additional modelled answers to support their learning. The independence of students is paramount and all students are supported in achieving this.

**We fully believe Health and Social Care can contribute to the personal development of students at Dixons Brooklands Academy:**

- Through the topics delivered in Health and Social Care we seek to promote the need for a healthy, active lifestyle and consider the implications of an unhealthy lifestyle on an individual's health and wellbeing.
- We seek to promote the personal development of students at DBK by ensuring that they are provided with opportunities to develop the ability to communicate effectively. Students will be provided with the opportunity to practice oral communication through questioning and group work as well as the ability to communicate effectively in writing.
- Students are encouraged to develop a thirst for knowledge. As a new subject for all students in KS4 the development of knowledge and understanding is essential for success.

**At KS3 and KS4, our belief is that homework should be interleaved-revision of powerful knowledge that has been modelled and taught in lessons. This knowledge is recalled and applied through a range of low-stakes quizzing and practice.**

**Opportunities are built in to make links to the world of work to enhance the careers, advice and guidance that students are exposed to:**

- Students explore the role of various HSC practitioners as part of their studies and consider what role each plays in providing care for an individual. This enables students to be exposed to a range of future careers opportunities they may not have heard of before e.g. a surgical photographer.
- Students have opportunities to visit local NHS hospitals due to our partnership with Manchester Healthy Schools. This allows students to visit working health care settings and interact with medical professionals. Previously this has included, cardiac consultants, neurologists and a range of allied health professionals.
- Students have opportunities to take part in virtual events with professionals from across the HSC sector. This exposes them to new knowledge and allows students to ask professionals and questions they may have.