

# Curriculum Vision

<b>Faculty</b>	Humanities	<b>Subject</b>	Health & Social Care
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## Our Vision

### Faculty Vision

The humanities faculty at JWS consists of the History, Geography, Religious Studies, Psychology, Sociology, Health, and Social Care and EPQ. Our overriding vision for the faculty is to produce well rounded, thoughtful and effective learners who have an excellent understanding of all aspects of the world we live in and confidence to navigate the world to have great future outcomes for themselves and their families.

Our range of subjects allows students to understand their place within the world, whilst understanding global cultures, politics and current world views which will impact them. We endeavour to encourage learners to make links between society, people and the physical environment, and work to make well-rounded, intellectually curious young people with excellent thinking skills, and with empathy and respect for the views of others.

We strive to keep our curriculum relevant and up to date, incorporating contemporary issues such as climate change, natural disasters, topic news stories and new discoveries, alongside historical debates, religious rhetoric and fundamental beliefs people hold.

By the end of key stage 5, we expect students to be leaving us with an excellent understanding of global issues and challenges and to be literate in the use of specialist subject terminology. We expect students to be able to articulate their views, have empathy towards the views others hold, whilst being able to evaluate the reasons behind these views.

### Subject vision

The Health and Social care subject area is committed to upholding BTEC policy and procedure. Teachers provide high quality teaching to allow students to become more independent with their studies, through conducting extended written reports detailing their subject of interest. Also embedding high quality research which is appropriately referenced.

## Curriculum Intent

Health and social care is taught at JWS, with the intention of providing student with the foundations of knowledge they would need to work in the health and social care sector. We cover a range of issues within the Health & Social Care sector, such as working in health and social care, covering all the role and responsibilities available within the industry, but also looking at general health and wellbeing through development, from baby all the way through to adult, and the physical, emotional, social and intellectual needs of the individual. As a supplement to this students then go into depth with a unit based on supporting those with individual needs. This unit allows students to understand everything from qualifications needed all the way through to skills such as communication, breaking bad news and following policy and procedures when looking after patients. Through practical and discussion-based learning we aim not only to teach student about current issues in Health & Social Care but also provide student with the passion and enthusiasm required to work in the health and social care sector.

## Curriculum Sequencing Rationale and Implementation

### KS5

#### Year 12 content

Students study two units. The first unit taught from September through to December is Unit 1 – Growth and Development through the life stages. This unit allows students to learn human development through 5 key life stages from birth through to old age. Students study this in terms of the 4 areas of development. Physical development, intellectual development, emotional and social development. Students will look into each of these areas for each life stage, learning specifically what changes occur in the body with key theories underpinning those changes. Students take their first attempt at the Unit 1 external examination in mid-January.

The second area of study in year 12 is in relation to Unit 5, and is an internally assessed coursework unit. Unit 5 – meeting the needs of individuals. Students learn how best to support individuals with health and social care difficulties, but also how best to support individuals to progress through their life stages in terms of their development. This will make use of knowledge from Unit 1 whilst also being able to apply new learning to particular case studies. Students write a report based on how they believe the case studies need supporting, this work is then marked by their teacher.

#### Year 13 content

Students in year 13 study a further two units. The first of these units again being an external assessment, in other words, an exam. Unit 2 – Working in health and social care. This unit comprises of the different roles within the health and social care system, the responsibilities of these roles and also key considerations when working in the health and social care sector, such as health and safety, safeguarding and other key legislation so students can have a taste of what it might be like to work in these areas.

The second area of study in year 13 is in relation to Unit 10, and is a second internally assessed unit. Unit 10 – Sociological perspectives in Health and Social Care. Students learn to link knowledge of health with how that fits into society as a whole. They do this firstly by understanding key sociological perspectives such as functionalism, Marxism and feminism, also learning key sociologists in these fields. They must then relate the functions of Health and Social care to learn how that impacts on society and what being 'ill' or 'healthy' actually means within the everchanging world we live in.