**CURRICULUM PLAN**

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| Department: Health & Social Care |
| Vision Statement: [No more than 50 words on what the department stands for] The Health and Social care department will nurture every student through their journey to develop their resilience and independence, growing into well-rounded individuals to succeed in today’s diverse society. Students will experience and study a vast range of Health and Social Care topic areas requiring them to demonstrate maturity and respect for others. |
| Strapline: [No more than 6 words. Make it catchy, memorable – alliteration always helps!]  The 6 C’s of Colton Care  Care, compassion, communication, courage, competence, commitment |
| Curriculum Story: [No more than 50 words on the story of the curriculum sequence]  Students start the BTEC Tech award in Health and Social Care in Year 10, with three components which gives them a good basis to commence the Level 3 National Diploma in Health and Social Care. Many go on to study relevant topics at university or look to undertake apprenticeships in the healthcare sector. |
| Skills developed: [No more than 50 words on what students get from your curriculum]  The curriculum looks at the reasons some individuals have a higher morbidity and mortality rate than others. To identify these reasons Btec H&SC looks at inequality and the complex explanations behind this, using independent research and case studies, examining current affairs, policies and practice, and using their evaluative skills to make a reasoned judgement. |

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| **Year 7:** [Insert title of the year here – no more than six words] N/a  [Brief summary of the overall focus here – no more than one line ] | | | | | | |
| **Topics** | **Why we  teach this** | **Links to  last topic** | **Links to future topics** | **Key skills developed** | **Cultural capital opportunities** | **Links to whole school curriculum** |
| **Autumn 1** [Insert focus of the term here – no more than one line] | | | | | | |
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| **Autumn 2** [Insert focus of the term here – no more than one line] | | | | | | |
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| **Spring 1** [Insert focus of the term here – no more than one line] | | | | | | |
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| **Spring 2** [Insert focus of the term here – no more than one line] | | | | | | |
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| **Summer 1** [Insert focus of the term here – no more than one line] | | | | | | |
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| **Summer 2** [Insert focus of the term here – no more than one line] | | | | | | |
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| **Year 8:** [Insert title of the year here – no more than six words] N/a  [Brief summary of the overall focus here – no more than one line ] | | | | | | |
| **Topics** | **Why we  teach this** | **Links to  last topic** | **Links to future topics** | **Key skills developed** | **Cultural capital opportunities** | **Links to whole school curriculum** |
| **Autumn 1** [Insert focus of the term here – no more than one line] | | | | | | |
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| **Autumn 2** [Insert focus of the term here – no more than one line] | | | | | | |
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| **Spring 1** [Insert focus of the term here – no more than one line] | | | | | | |
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| **Spring 2** [Insert focus of the term here – no more than one line] | | | | | | |
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| **Summer 1** [Insert focus of the term here – no more than one line] | | | | | | |
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| **Summer 2** [Insert focus of the term here – no more than one line] | | | | | | |
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| **Year 9:** [Insert title of the year here – no more than six words] N/a  [Brief summary of the overall focus here – no more than one line ] | | | | | | |
| **Topics** | **Why we  teach this** | **Links to  last topic** | **Links to future topics** | **Key skills developed** | **Cultural capital opportunities** | **Links to whole school curriculum** |
| **Autumn 1** [Insert focus of the term here – no more than one line] | | | | | | |
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| **Autumn 2** [Insert focus of the term here – no more than one line] | | | | | | |
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| **Spring 1** [Insert focus of the term here – no more than one line] | | | | | | |
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| **Spring 2** [Insert focus of the term here – no more than one line] | | | | | | |
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| **Summer 1** [Insert focus of the term here – no more than one line] | | | | | | |
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| **Summer 2** [Insert focus of the term here – no more than one line] | | | | | | |
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| **Year 10:** [Insert title of the year here – no more than six words] Human Lifespan Development and Care Values  [Brief summary of the overall focus here – no more than one line ] | | | | | | |
| **Topics** | **Why we  teach this** | **Links to  last topic** | **Links to future topics** | **Key skills developed** | **Cultural capital opportunities** | **Links to whole school curriculum** |
| **Autumn 1** [Insert focus of the term here – no more than one line] Life stages and PIES | | | | | | |
| **Human Lifespan Development** | Look at areas of growth and development that contribute to the whole person including physical, intellectual, emotional and social | n/a | Forms the basis of understanding how everything affects us physically, intellectually, emotionally and socially | Developing quality written English | Practical experiences with real care babies  Understand how individuals develop and the factors that affect growth and development | Social justice  Cultural diversity  Healthy living |
| **Autumn 2** [Insert focus of the term here – no more than one line] Factors affecting growth and development | | | | | | |
| **Human Lifespan Development** | Examine the physical, social and economic factors that are part of everyone’s life, such as relationships and consider the ways they may impact on areas of growth and development | Examine how factors can affect our physical, intellectual, emotional and social | Health and wellbeing examination -examines the factors which make individuals unwell such as drugs, alcohol and smoking | Looking at evidence, analytical writing to present an argument | Practical experiences with real care babies  Understand how individuals develop and the factors that affect growth and development | Social justice  Healthy living  Cultural diversity |
| **Spring 1** [Insert focus of the term here – no more than one line] Life events – expected or unexpected | | | | | | |
| **Human Lifespan Development** | Life events can have an important impact on growth and development | How expected and unexpected life events affect our PIES | Health and wellbeing examination - how expected and unexpected life events such as divorce, illness and bereavement can affect our health and wellbeing | Group work | Practical experiences with real care babies  Understand how individuals develop and the factors that affect growth and development | Social justice  Healthy living  Cultural diversity |
| **Spring 2** [Insert focus of the term here – no more than one line] Sources of support | | | | | | |
| **Human Lifespan Development** | Looking at how we cope with different life events through accessing professional and voluntary support, and how they can support us | How we cope with expected and unexpected life events through professional support and unprofessional support | Health and Wellbeing examination -studies how we can achieve our health goals with different types of support | Looking at evidence, analytical writing to present an argument | Practical experiences with real care babies  Understand how individuals develop and the factors that affect growth and development | Social justice  Healthy living  Cultural diversity |
| **Summer 1** [Insert focus of the term here – no more than one line] Different types of health and social care services | | | | | | |
| **Health and Social Care Services and Values** | Understand the different types of health and social care services (primary, secondary, tertiary) | An in-depth look at what professional support is available to individuals with specific needs | Health and Wellbeing examination – designing a health and wellbeing plan and incorporating different professional support | Independent research | Examine local services in the Wolverhampton area for people with specific needs | Cultural diversity  Healthy living |
| **Summer 2** [Insert focus of the term here – no more than one line] Barriers and how they affect how we access services | | | | | | |
| **Health and Social Care Services and Values** | Explore barriers individuals may face accessing services and how they may be overcome | How different care services can be affected by individuals barriers such as psychological, emotional, physical | Health and Wellbeing examination – how barriers to healthcare affect our health and wellbeing | Independent research | Examine local services in the Wolverhampton area for people with specific needs | Cultural diversity Healthy living |

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| **Year 11:** [Insert title of the year here – no more than six words] Health & Wellbeing  [Brief summary of the overall focus here – no more than one line ] | | | | | | |
| **Topics** | **Why we  teach this** | **Links to  last topic** | **Links to future topics** | **Key skills developed** | **Cultural capital opportunities** | **Links to whole school curriculum** |
| **Autumn 1** [Insert focus of the term here – no more than one line] Factors that affect health and wellbeing | | | | | | |
| **Health and Wellbeing** | Understand what is meant by health and wellbeing and how it is affected by a range of factors | Factors that affect health and wellbeing, including lifestyle choices | Health improvement plan, and how individuals lifestyle choices can be improved | Independent research  Time management | Examining the importance of lifestyle choices – smoking, alcohol, drugs, safe sex | Healthy living  Civic responsibility  Cultural diversity |
| **Autumn 2** [Insert focus of the term here – no more than one line] Interpreting health indicators | | | | | | |
| **Health and Wellbeing** | Recognise indicators of possible poor health and understand how to interpret health and lifestyle data | Understand how lifestyle choices affect our growth and development | Look at data for an individual and assess their health and wellbeing | Independent research  Time management | Understanding own health including BMI and the importance of a healthy diet and exercise | Healthy living  Civic responsibility  Cultural diversity |
| **Spring 1** [Insert focus of the term here – no more than one line] Person-centre health and well being improvement plans | | | | | | |
| **Health and Wellbeing** | Design a health and wellbeing improvement plan, including short and long term targets, considering obstacles that individuals may face | Analyse how lifestyle choices affect an individuals health and wellbeing and devise an improvement plan | KS5 National Diploma in H&SC | Independent research  Time management | Practical experiences with mannikin (CPR) | Healthy living  Civic responsibility  Cultural diversity |
| **Spring 2** [Insert focus of the term here – no more than one line] Demonstrate care values | | | | | | |
| **Health and Social Care Services and Values** | Learning how to adopt a set of care values which exists for vulnerable individuals and practice demonstrating them | Follows on from year 10 – look at how we can support vulnerable individuals to encourage person-centred independence | To reflect on your own practice regarding your care values | Communication skills Group work/ role play | Careers and healthcare professions | Cultural diversity  Healthy living |
| **Summer 1** [Insert focus of the term here – no more than one line] Review own practice | | | | | | |
| **Health and Social Care Services and Values** | Review own care values practice and improve on it | Reflect on your own practice, and explain what you did well and what you could improve on | KS5 National Diploma in H&SC – recognising the importance of person-centred care | Communication skills  Group work/ role play | Careers and healthcare professions | Cultural diversity Healthy living |
| **Summer 2** [Insert focus of the term here – no more than one line] | | | | | | |
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| **Year 12:** [Insert title of the year here – no more than six words]  [Brief summary of the overall focus here – no more than one line ] | | | | | | |
| **Topics** | **Why we  teach this** | **Links to  last topic** | **Links to future topics** | **Key skills developed** | **Cultural capital opportunities** | **Links to whole school curriculum** |
| **Autumn 1** [Insert focus of the term here – no more than one line] | | | | | | |
| **Human Lifespan Development** | Human growth and development through the life stages | Level 2 H&SC – all 3 components, Human Lifespan Development, Care Values and Health & Wellbeing | How does nature/nurture affect our development? | Critical thinking skills  Time management | Practical experiences with real care babies | Social justice Healthy living |
| **Autumn 2** [Insert focus of the term here – no more than one line] | | | | | | |
| **Human Lifespan Development** | Factors affecting human growth and development and the effects of ageing | Genetic predispositions to diseases, environmental, social and economic factors that affect development | How lifestyle choices affect our health and wellbeing, and the effects of social and physical changes | Critical thinking skills  Time management | Practical experiences with real care babies | Social justice Healthy living |
| **Spring 1** [Insert focus of the term here – no more than one line] | | | | | | |
| **Meeting individual care and support needs** | Examine principles, values and skills which underpin meeting the care and support needs of individuals. | The skills of professionals who care for individuals with special needs or vulnerability | Promoting equality and diversity within H&SC – a thread throughout H&SC | Evaluating a H&SC case study and forming a contextual argument  Extended writing | Current affairs in health and social care | Civic responsibility  Cultural diversity |
| **Spring 2** [Insert focus of the term here – no more than one line] | | | | | | |
| **Meeting individual care and support needs** | Examine the ethical issues involved when providing care | Conflicts of interest in H&SC | How legislation and policies protect against poor practice | Evaluating a H&SC case study and forming a contextual argument  Extended writing | Guest speakers | Civic responsibility  Cultural diversity |
| **Summer 1** [Insert focus of the term here – no more than one line] | | | | | | |
| **Meeting individual care and support needs** | Investigate the principles behind enabling individuals with care and support needs to overcome challenges. | Strategies and communication techniques used for individuals with different challenges | Examine how different legislation protects the health and wellbeing of individuals within H&SC | Evaluating a H&SC case study and forming a contextual argument  Extended writing | Current affairs within health and social care | Civic responsibility  Cultural diversity |
| **Summer 2** [Insert focus of the term here – no more than one line] | | | | | | |
| **Meeting individual care and support needs** | Investigate the roles of professionals and how they work together to provide the care and support | How professionals work together as part of a multi-disciplinary team to meet the needs of individuals with specific needs | Managing information between professionals effectively and legally | Evaluating a H&SC case study and forming a contextual argument  Extended writing | Current affairs within health and social care | Civic responsibility  Cultural diversity |

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| **Year 13:** [Insert title of the year here – no more than six words]  [Brief summary of the overall focus here – no more than one line ] | | | | | | |
| **Topics** | **Why we  teach this** | **Links to  last topic** | **Links to future topics** | **Key skills developed** | **Cultural capital opportunities** | **Links to whole school curriculum** |
| **Autumn 1** [Insert focus of the term here – no more than one line] | | | | | | |
| **Working in H&SC** | The roles and responsibilities of people who work in the health and social care sector | Promoting the rights, choices and wellbeing of individuals who use H&SC services | Ensuring safety in H&SC settings | Critical thinking skills  Time management | Careers and healthcare professions  Current affairs | Civic responsibility  Social justice |
| **Autumn 2** [Insert focus of the term here – no more than one line] | | | | | | |
| **Working in H&SC** | The roles of organisations in the health and social care sector, working with people with specific needs in the health and social care sector | Responsibilities of organisations towards people who work in H&SC settings | Working with people with specific needs in the H&SC sector | Critical thinking skills  Time management | Careers and healthcare professions  Current affairs | Civic responsibility  Social justice |
| **Spring 1** [Insert focus of the term here – no more than one line] | | | | | | |
| **Physiological disorders and their care** | Investigate the causes and effects of physiological disorders. Examine the investigation and diagnosis of physiological disorders | Types of physiological disorders and effects on body systems and functions | Investigative procedures that may be undertaken when diagnosing physiological disorders | Independent research | Practical experiences using mannikin (CPR) | Cultural diversity  Human biology |
| **Spring 2** [Insert focus of the term here – no more than one line] | | | | | | |
| **Physiological disorders and their care** | Examine treatment and support for service users with physiological disorders. | Treatments and professionals involved in the care and support of individuals with physiological disorders | Different types of care settings for individuals with physiological disorders | Independent research | Visit to local residential care home | Cultural diversity  Human biology |
| **Summer 1** [Insert focus of the term here – no more than one line] | | | | | | |
| **Physiological disorders and their care** | Develop a treatment plan for service users with physiological disorders to meet their needs | Care methods and strategies for individuals with physiological disorders | Independent work in preparation for university | **I**ndependent research | Understanding the importance of self-care including BMI, healthy diet and exercise, BP and temperature checks | Cultural diversity  Human biology |
| **Summer 2** [Insert focus of the term here – no more than one line] | | | | | | |
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**Appendix A: Whole-school Curriculum Vision**

**OUR CURRICULUM VISION**

Colton Hills Community School is an inner-city school with a diverse cohort that draws from a wide range of cultures, nationalities and identities. A significant majority of our students come from working class backgrounds, and many from households where resources can be scarce and access to cultural capital is limited. Our school proudly holds the status of a School of Sanctuary, where students from across the local area – and across the globe, too – can come together to learn harmoniously regardless of their background and upbringing. We are aware of the challenges of our students’ lives, but do not use them as an excuse.

Therefore, the intention of our curriculum is that we will offer our students the access to a broad and varied curriculum that seeks to equip them for modern life. We intend it to be knowledge-rich, deep in its explorations of topics, challenging in its delivery and with a distinctive, outward-looking, international feel. We recognised the importance of grounding our curriculum in its wider contexts to enable us to fill gaps in our students’ knowledge that they may have when compared to students from more affluent backgrounds, and we are unapologetic in ensuring that our students have every opportunity to engage with as much powerful knowledge as those more fortunate than they are.

With these school contexts in mind, at Colton Hills we have built our curriculum around a series of thematically based Curricular Concepts that students will see in various subjects, enabling them to draw links and supporting them in making connections that might not always be apparent to them.

The intention of our curriculum at all stages is that we will teach all children at the school that:

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| **1 – Humanity is on an optimistic, positive journey of developing tolerance, enfranchisement and rights for all peoples, and we must all play our part in this (SOCIAL JUSTICE)**  **2 – Diversity is a gift to be valued, one that enriches our school, and that the shared histories of all cultures are worthy of respect and understanding (CULTURAL DIVERSITY)**  **3 – Respect for the law, democracy and its institutions are vital, but that existing power structures should always be respectfully questioned (CIVIC RESPONSIBILITY)**  **4 – Technological development is full of great human achievement, but is not without its challenges and drawbacks of which we must always be aware (TECHNOLOGICAL PROGRESS)**  **5 – The natural world is a place of wonder, mystery and beauty that should be respected, revered and protected, particularly in the face of climate change (PRECIOUS PLANET)**  **6 – Our health – mentally, physically and spiritually – is of primary importance and must be preserved as it contributes immensely to a happy and productive life (HEALTHY LIVING)**  **7 – Being enterprising and financially independent is crucial, but making money should always be weighed against the moral decisions about who it might affect (ETHICAL ENTERPRISE)**  **8 – An appreciation of the vast array of creative arts and their power to entertain and educate is vital in an enriched, meaningful and fulfilled life (ARTISTIC CREATIVITY)** |

Students who leave school with wider awareness of the world around them, with self-respect and with a personal morality will be best able to take advantage of all that life offers, and find their place in the world as a citizen of all of their communities.