



The Holy Trinity Church of England Secondary School



2022-23

Cambridge Technical
Health and Social Care L3

WHOLE SCHOOL CURRICULUM INTENT STATEMENT

Curriculum Intent:

- As a Church of England School we are committed to the belief that every child is a child of God – uniquely blessed with individual gifts and talents. The intention of our curriculum is to provide opportunities for all students to flourish, drawing out their individual potential and developing them as fully integrated human beings. Our curriculum reflects our Christian ethos and is designed to be challenging, fulfilling, enjoyable and successful for all, regardless of academic or social barriers.
- The curriculum is designed with the intention of being rich and balanced, giving a breadth of opportunity at Key Stage 3 supporting the development of the skills needed to succeed at Key Stage 4 and Key Stage 5. Key Stage 4 has a core which includes RS GCSE for all, alongside both academic and vocational courses. Key Stage 5 provides appropriate pathways for the majority of students to progress to, and allows students to prepare for further study and the world of work. Alongside this, students are provided with a broad enrichment and work-related offer that stimulates their aspirations as global citizens - resilient in the face of difficulty, skillful when faced with new challenges, confident to step out into the unknown and assured of their individual self-worth and of the unique gifts that they each have to bring to the world.

We review our curriculum on a yearly basis and consider the following principles. We believe our curriculum should:

- Embody the school vision which is to be a centre of excellence for learning, inspired by Christian values, where every person in our school community fulfils their potential.
- Provide a broad and balanced range of subjects, including those that are creative and practical, at all Key Stages.
- Include opportunities in a range of both academic and vocational courses at Key Stages 4&5.
- Ensure Religious Studies sits alongside Maths, English and Science as a Core subject which every student will take up to GCSE level.

- Ensure that every student has the opportunity to develop their character through a variety of experiences within REACH, PE, and the Creative Arts.
- Be coherent and sequential so that new knowledge and skill builds on what has been taught, both within an individual subject and across the wider curriculum.
- Be informed by educational research e.g. Growth Mindset (Carol Dweck) and Feedback Loop (John Hattie).
- Acknowledge our contextual needs by giving a high priority to increasing students' mastery of functional literacy, vocabulary and numeracy to maximise students' opportunities for future learning and employment.
- Provide opportunities for learning outside of the classroom. At KS3 this is being embedded through the concept of a 'Passport'; a collection of co-curricular experiences that every student will have experienced.
- Make explicit links to future career pathways alongside a programme of advice and guidance based on the Gatsby benchmarks to prepare students for life and work.
- Ensure effective transitions at all key stages; from Year 6 to Year 7, Year 9 to Year 10 and Year 11 to Year 12.
- Meet statutory National Curriculum expectations.

Whole School Curriculum Principles:

- Our curriculum is structured in a logical and chronological manner.
- Leaders carefully plan to ensure that appropriate knowledge and skills build upon what has been taught previously and are carefully developed before application into more challenging and complex situations, appropriate to the different curricular end points. These skills are recognised as the 'big ideas' within each subject area.
- Knowledge is considered as a 'big idea' within all subject areas. We are developing our understanding of cognitive psychology to enable students to maximise their learning potential. This is best seen through the regular opportunities provided within subject areas to revisit knowledge acquired to enable improved retention and recall.
- Our curriculum runs within a two-week timetable made up of 50 periods a fortnight, with 5 x 1 hour lessons plus assembly and Tutor time every day.
- Each day begins at 8.45am with registrations, assemblies and a period of reflection and students are dismissed from this regular timetable at 3.10pm.
- There are a range of additional activities such as study studio and numerous co-curricular opportunities which take place after this time on a daily basis.

Whole School Learning Principles:

- Progress at Holy Trinity is informed by ‘Accelerated Learning’ which emphasises efficiency by engaging learners in order to speed up the process of learning. It enables students to commit knowledge to their long-term memory and develop and refine their skills and performance over time.
- This in turn supports the OFSTED definition of learning; “Learning is defined as an alteration in long-term memory. If nothing has altered in long-term memory nothing has been learned”.

Subject Intent Statement:

Statement of Intent

The curriculum intent for Health and Social Care is to provide students with the skills, knowledge and understanding to progress into Higher Education on a health and social care related programme such as Nursing, Social Work or Early Childhood Studies. Students explore the practical implication of how social care values are expressed within a Health and Social Care setting in the work place.

What different end points does your curriculum build towards?

The Health and Social Care curriculum builds towards the KS5 end points. In KS4, our Cambridge National Certificate in Child Development acts as a progression point into KS5 Health and Social Care. This allows students a broader element of choice at Level 2 and Level 3 and allows consistent learning themes through-out KS4 and KS5.

How do you achieve consensus within your subject team about the knowledge and skills students need to acquire and secure?

The staff within the CTEC team regularly liaise with other teachers to ensure that quality standards at KS5 are maintained in line with the findings and recommendations of the external moderators report. KS5 teachers deliver their teaching at L3. Moderation between colleagues ensures that assignments and assessments are designed for every student to progress and succeed in their studies. The teachers also liaise and meet regularly with colleagues from other schools to ensure work is on a parity across a region as well as moderated and quality checked. This process also supports predictions of outcomes.

How do you communicate what students will know and be able to do at each end point?

Students are given an induction period into the course. During this time all students will develop a thorough knowledge of the learning outcomes of each unit being delivered. Each student will receive details of the bigger picture of the course which will include the lay out of the assessment criteria for each learning outcome. Each learning outcome that students complete will combine both feedback and progress information so students know what they need to do to achieve and the timeframe they need to achieve this.

What curricular design elements have you used to ensure students gain and secure appropriate knowledge and skills?

The curriculum is designed so that by the end of the course, students are able to demonstrate mastery of skills through completing different learning outcomes related to each unit within the course. The learning outcomes contained within each learning unit come in a variety of forms including scenarios that are both practically based in health and social care setting, and application based, e.g. application of care values and current legislation within a health and social care setting. These scenarios

include, research, coursework, external exam, internal assessment, independent study, group work, peer marking and peer collaboration/team working.

How does your curriculum structure support the sequential development of knowledge and skills, enhancing the ability of students to retain and recall key information?

The curriculum structure is planned with exam entry points and external moderation entry points, both of which include opportunities for students to re-sit units which may require further application or revisions. There are also after school revision opportunities for students prior to external exams. Students are encouraged to take responsibility for their revision resources during the entirety of the course. Opportunities to take mock exams are also provided to enable students to a clear end point view of what they need to do and to take a responsible and mature approach to achieve this.

How does your curriculum reflect contextual priorities in addressing any typical gaps in student knowledge and skills?

English:

Non-fiction reading book list related to a Health and Social Care setting, whole school vocabulary strategy, purpose and audience writing, catch up coursework and revision sessions.

Mathematics:

Reading charts and graphs related to physical and physiological measures including the body mass index and heart rate

Science:

Both hard and soft sciences are studied in health and social care. Students will also develop a good knowledge of human biology and sociological research on health care and demographic patterns.

Humanities:

Students will learn about the history social care and its relationship to the founding of the welfare state.

How does your curriculum contribute to the wider development of students' cultural capital?

Health and Social Care will contribute to the develop of students' cultural capital by a few different ways:

Selection of topics/themes e.g. Building Positive Relationships in Health and Social Care, Equality, Diversity and Rights in Health and Social Care.

Presentation of self and self-identity - a big part of social classification

Understanding and appreciation of social structures

Understanding and appreciation of a wide variety of service user needs

Use of different materials in the classroom e.g. sources, interpretations, films etc

How does your curriculum support the wider school priorities of ensuring students are able to read at an age appropriate level and use mathematics in subject specific contexts?

Health and Social Care will support the wider school by:

Including a range of literacy texts that stretch and challenge students

Including literacy as a key part of our schemes of work

Including maths where appropriate such as chronology and analysing graphs

Mentioning future pathways in displays and in lesson

Pathways will also be explicitly discussed at end of key stages as part of options process

Planning for a range of children of backgrounds and abilities by looking at key topics that may be of interest to students, including monster challenges, working alongside whole school intervention.

How does your curriculum explicitly support students to be informed about the possible future pathways to further training and employment opportunities?

Within Health and Social Care, the vocational focus is seen and experienced throughout the course. The units give students an understanding of health and social care in the wider contexts of different work environments and settings where care takes place. Also, the importance of effective communication in health and social care, the importance of legislation and how to deliver a person -centred approach in care given to service users. Other school activities will include opportunities to attend careers fairs, visits to care homes to meet service users and in depth talks from professional as well as student visits to professional work places such as hospitals to have chats with hospital service users.

What deliberate actions does the subject take to support the school's ambition for all students to be successful regardless of their start point or socio-economic background?

Health and social care accept students from different starting points and award achievement for all units studied and completed. Other opportunities are provided to allow catch up of units not yet completed should the student wish this. This provides an inclusive and supportive environment for all Health and social Care Students. Pupil premium students are also made aware of their entitlement to free text books and other school equipment to enable them to participate with dignity and parity of esteem with other students. All students are supported to achieve.

What key next steps will you take or school activities will you include to improve curriculum quality and develop curriculum expertise within your subject area?

To develop the Health and Social Care curriculum we will be working on improving the schemes of work over 2022/23 academic year

A key focus will be setting up inter school moderation process to allow for the quality standards of the assessments to be in line with regional standards

How does your curriculum explicitly support the school's ambition to provide every student with a direct experience of Jesus every day?

Our school values run through-out the course as key themes of Dignity, Community, Wisdom and Hope. These are accessed easily through the content and the variety of contexts within the Health and Social Care curriculum which has the compassion of human caring at the heart of all teaching and learning.

Curriculum Aim:

Our curriculum is built upon the OCR L3 Cambridge Technical specification. Through both the exam and coursework elements, we aim to ensure that students explore how the physical, sociological and public health needs of people are met in today's changing society. The curriculum also explores relevant theorists and how to apply their theories and evaluate these through research. We will also develop students' skills in English and Mathematics through assignment writing and coursework.

This is a highly relevant course for today's YR12s and YR13s and provides many related health and social care career routes for either further study, higher study and/or qualification into the work place.

We also want learners to enjoy their learning, to progress, and to reach their potential.

Curriculum Principles:

The OCR Health and Social Care L3 course has been developed by our awarding organisation to meet the changing needs of the sector, and prepare our students for

the challenges they'll face in Higher Education or employment. Our students who are studying Health and Social Care, will focus on the acquisition of skills, knowledge and understanding that today's universities and employers demand. Our students will practically apply their skills and knowledge in preparation for further study or the workplace.

Key Stage 5:

To support fluidity, the curriculum taught at Key Stage 5 is provided by the same awarding body as Key Stage 4. Some areas covered at Key Stage 4 are expanded on to a higher level.

In Year 12, the patterns of human growth are again looked at, this time focusing on how environmental, social and financial factors can play a big role. This takes into account different theories that can play a role in the development stages, such as predictable and unpredictable factors and how physical and sociological factors play a role in the ageing process.

The second unit of the year is assessed through assignments. This area looks to show how to provide the care and support that individuals need. This considers the ethical areas and other challenges that have to be overcome to be able to provide good health and care services. This unit is helpful should students be thinking of having a career in social care or healthcare, with roles such as social workers or nurses as it gives a good insight into some of the skills they will need to be demonstrating when in those roles.

The Framework of Health and Social Care:

Students attend all lessons to complete the guided learning hours (GLH). There are two main forms of assessment:

1. External,
2. Internal

Each external assessment is linked to a specific unit. Each assessment is taken under specified conditions, then marked by OCR Cambridge and a grade awarded. The styles of external assessment used for qualifications in the Health and Social Care suite are:

- examinations – all students take the same assessment at the same time, normally with a written outcome
- set tasks – students take the assessment during a defined window and demonstrate understanding through completion of a vocational task. Some external assessments include a period of preparation using set information. External assessments are available twice a year.

Students will be internally assessed using a variety of styles to help develop a range of transferable skills. Students could be given opportunities to:

- write up the findings of their own research
- use case studies to explore complex or unfamiliar situations
- carry out projects for which they have choice over the direction and outcomes
- demonstrate practical and technical skills using appropriate work-based values and practices.

Curriculum Overview for Year 12

Health and Social Care L3

Year 12 - Health & Social Care			
Exam Board & course title/code	Unit	Date of Exam	% of Total Exam

OCR Level 3 Cambridge Technical Extended Certificate in Health and Social Care (05831)	Unit 1: Building positive relationships in health and social care Y/507/4365	May 2024	25%
	Unit 2: Equality, diversity and rights in health and social care D/507/4366	Jan 2023	25%
	Unit 3: Health, safety and security in health and social care H/507/4367	Jan 2023	25%
Key topics		Course content	Assessment
Autumn 1:			
Unit 2: Equality, diversity and rights in health and social care D/507/4366	L01 Understand the concepts of Equality, diversity and rights L02 Understand the impact of discriminatory practices L03 Understand current legislation and national initiatives L04 Understand how equality, diversity and rights are promoted.		Preparation: Exam questions Extended research Other assessments: Doddle End of term test Controlled Assessment
Autumn 2:			
Unit 3: Health, safety and security in health and social care H/507/4367	L01 Understand potential hazards L02 Understand how legislation, policies and procedures promote health, safety and security L03 Understand roles and responsibilities L04 Know how to respond to incidents and emergencies.		Preparation: Exam questions Extended research Other assessments: Doddle End of term test Controlled Assessment
Spring 1:			Preparation:

Unit 1: Building positive relationships in health and social care Y/507/4365	L01 Understand relationships L02 Understand the factors that influence the building of relationships L03 Understand how a person centred approach builds positive relationships L04 Be able to use communication skills effectively.	Research, presentations, group talks Peer marking and feedback Informal assessment, End of unit assessment
Spring 2: Unit 1: Building positive relationships in health and social care Y/507/4365	L01 Understand relationships L02 Understand the factors that influence the building of relationships L03 Understand how a person centred approach builds positive relationships L04 Be able to use communication skills effectively.	Preparation: Preparation: Research, presentations, group talks Peer marking and feedback Informal assessment, End of unit assessment
Summer 1:	Revision and Resit opportunities	Preparation:
Summer 2:	Introduce Unit 4	Preparation:

Suggestions for independent study and home support: GCSE Bitesize, www.designtechnologystudent.com Lonsdale revision booklet (available from the department) doddle.		
KEY SKILLS		
Literacy: Text reading and legislation reading. Presentation skills	Numeracy: Reading data, identifying patterns and trends.	Other: Communication Presentation Team work Independent skills Research development Time management

Curriculum Overview for Year 13:

Health and Social Care L3

Year 13 - Health & Social Care			
Exam Board & course title/code	Unit	Date of Exam	% of Total Exam
OCR Level 3 Cambridge Technical Extended Certificate in Health and Social Care (05831)	Unit 4: Anatomy and Physiology for Health and Social Care K/507/4368	Jan 2024	25%
	Unit 23: Sociology for Health and Social Care J/507/4444	May 2024	25%
	Unit 24: Public Health in Health and Social Care R/507/4445	May 2024	25%
Key topics		Course content	Assessment
Autumn 1:			Preparation:
Unit 4:			Exam questions

Anatomy and Physiology for Health and Social Care K/507/4368	L01 Understand the cardiovascular system L02 Understand the respiratory system L03 Understand the digestive system L04 Understand the musculoskeletal system L05 Understand the control and regulatory systems L06 Understand the sensory systems.	Extended research Other assessments: Doddle Exam questions End of term test Controlled Assessment section 2
Autumn 2: Unit 4: Anatomy and Physiology for Health and Social Care K/507/4368	L01 Understand the cardiovascular system L02 Understand the respiratory system L03 Understand the digestive system L04 Understand the musculoskeletal system L05 Understand the control and regulatory systems L06 Understand the sensory systems.	Preparation: Exam questions Extended research Other assessments: Doddle Exam questions End of term test Controlled Assessment
Spring 1: Unit 23: Sociology for Health and Social Care J/507/4444	L01 Understand sociological perspectives L02 Understand sociological perspective in health and social care L03 Understand patterns and trends L04 Understand the sociology of organisations and management.	Preparation: Research activities Class project
Spring 2: Unit 23: Sociology for Health and Social Care J/507/4444	L01 Understand sociological perspectives L02 Understand sociological perspective in health and social care L03 Understand patterns and trends L04 Understand the sociology of organisations and management.	Preparation: Research activities Class project End of unit assessment Assignment
Summer 1: Unit 24: Public Health in Health and Social Care	L01 Understand the systems for the protection and promotion of public health	Preparation: Research activities Class project

R/507/4445	L02 Understand public health strategies	End of unit assessment
Summer 2: Unit 24: Public Health in Health and Social Care R/507/4445	L01 Understand the systems for the protection and promotion of public health L02 Understand public health strategies	Preparation: Research activities Class project End of unit assessment Assignment
Suggestions for independent study and home support: GCSE Bitesize, www.designtechnologystudent.com Lonsdale revision booklet (available from the department) doddle.		
KEY SKILLS		
Literacy: Text reading and legislation reading. Presentation skills	Numeracy: Reading data, identifying patterns and trends.	Other: Communication Presentation Team work Independent skills Research development Time management

Subject Assessment Reporting and Recording:

Key Stage Five

There will be nine taught hours per fortnight in the department. Lessons will be based on discussion of key theories and concepts, leading to the production of effective classroom notes. Initial student research is a key element of classroom practice. Exam technique is considered, developed and analysed throughout our curriculum delivery.

This is a two year course and in year 13 there will be eight taught lessons a fortnight. The focus will be on research, analysing and evaluating skills. There will be a mix of learning styles incorporated into the curriculum such as booklets, worksheets, written notes and mindmapping. There will be plenty of opportunities for extra exam practice and essay writing and there will be lots of learning by research outside of the lessons.

Marking Policy for Health and Social Care L3

Exam units: Students will be assessed when they complete each learning outcome within a Unit. This will culminate in a full practice exam. Each piece of assessed work will be teacher marked and teacher tracked using the school method of PIA (Positive, Improvement and Action) and DIRT (Directed Improvement and Teaching Time) During this reflection period students will develop their resilience skills and independence skills by focusing on the question – What do I need to do to improve.

Coursework Units: Students will have each assignment marked and assessed within an agreed time framework. Students will be given personalised feedback in the form of PIA to help them improve their work during resubmission opportunities.

(TBC)

Three Year Data Overview:

Breakdown of subject cohort

Year group	Total students	% of PP students	% of SEND students	% of male students	% of female students	% of HA students
12						
Level 2	11	36%	27%	36%	64%	0%
Level 3	8	0%	13%	38%	62%	0%
13						
Level 3	18	0%	6%	0%	100%	6%