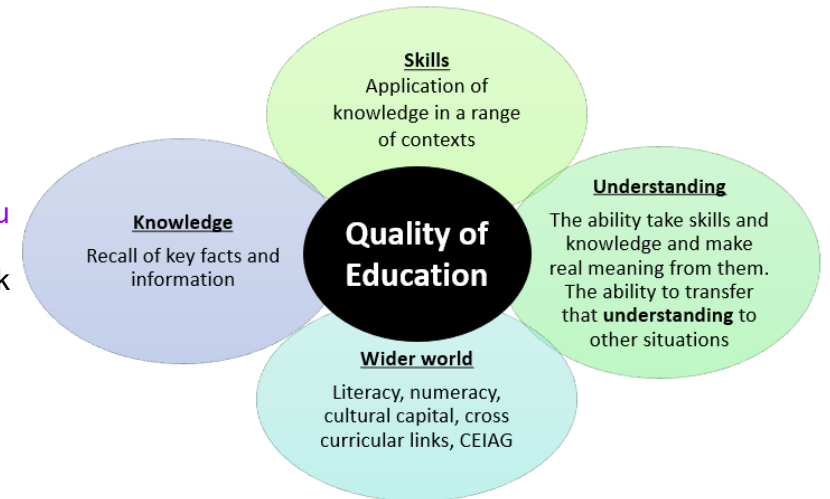


## CIM - Curriculum Intent Map Health and Social Care Exam board - A'Level: OCR

### Key questions:

- **What are the objectives for your curriculum?** To prepare students to enter into the Health, Social or Child Care environments.
- **What do you want pupils to be able to know and do by the time they leave?** See Yr13 KSU
- **How does your curriculum plan set out the sequence and structure of how it's going to be implemented?** The course is split into 6 units, unit 1 (relationships) links across all the units. The Yr13 units can be taught on their own.
- **Why is it shaped the way it is? What values have guided your decisions about the curriculum you have in place?** Providing the opportunity for skills to be introduced in Yr12 on the Unit 1 coursework and the two external exam units, building on these skills in Yr13 with two coursework units and one large exam unit.
- **How does your curriculum reflect your school's context?** Allowing the subject to be taught at KS5, building on the work completed in the BTEC Child Care course, but also linking to other subjects studied at KS4 for students who don't choose Child Care.
- **To what extent have you made these objectives clear? Does everybody know them?** Specialist teachers, links to the world of work. Opportunities in Yr12 to undertake work experience in a Health, Social or Child Care setting.
- **How does your curriculum reflect national policy (for example, British values and PSHE)?** Links around health and wellbeing. Discussions on relationships, professional and personal, links to sexual health and equality and diversity.
- **How does your curriculum cater for disadvantaged and minority groups? How do you ensure these pupils aren't 'shut out' of pursuing subjects they wish to study because of too sharp a focus on exam results?** Opportunity to support students, making the content accessible and relatable through giving wider world scenarios that students can understand and see the relevance in.
- **How do you ensure that curriculum knowledge is interleaved?** Retrieval practice across the course, random topics starter quiz. Recall assessments at the start of lessons. Looking at topics from previous key stages and building on this knowledge to level 3. Knowing the spec and linking current topics to previous topics



### Meeting the needs of SEND students within the classroom

#### **Intent:**

- Identification of key fundamental building blocks based on student need

#### **Implementation:**

- Knowledge of SEND need - knowing who they are, targeted T&L and classroom strategies to meet need.
- Staff trained to meet needs of SEND students specifically to their subject area
- Differentiated teaching and resources based on identified needs
- Targeted live marking and questioning
- Deploying TA's to support wider group to allow subject specialist support for SEND (helicopter approach)

**Extra curricular activities**

**Careers links**

**Curriculum links**

## CIM - Curriculum Intent Map Health and Social Care Exam board - A'Level: OCR

- Personalised home learning
- Access arrangements – identification and application
- **Impact:**
- Grading below Grade 1 to monitor progress
- Structured accessible assessments.

	Knowledge	Skills	Understanding	Wider world
 Year 13	<p><b><u>Anatomy and physiology for health and social care</u></b></p> <ul style="list-style-type: none"> <li>• Cardiovascular system, respiratory system, digestive system, musculoskeletal system, control and regulatory systems, sensory systems, malfunctions and their impact on individuals.</li> </ul> <p><b><u>Sexual health, reproduction and early development stages</u></b></p> <ul style="list-style-type: none"> <li>• Birth, stages of pregnancy, stages of birth, postnatal care of the mother, care and development of the baby in the first year of life</li> </ul> <p><b><u>Public Health</u></b></p> <ul style="list-style-type: none"> <li>• Protection and promotion of public health, public health strategies,</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate knowledge and understanding of scientific ideas, processes, techniques and procedures.</li> <li>• Apply knowledge and understanding of scientific ideas, processes, techniques and procedures:               <ul style="list-style-type: none"> <li>• in a theoretical context</li> <li>• in a practical context</li> </ul> </li> <li>• Time management</li> </ul>	<ul style="list-style-type: none"> <li>• What is Public Health</li> <li>• Strategies used by public health, WHO/NICE</li> <li>• How to maintain good sexual health</li> <li>• Consent and the age of consent</li> <li>• Factors affecting health in pregnancy</li> <li>• Stages of birth and pregnancy</li> <li>• Postnatal care of the mother and what is available</li> <li>• How the cardiovascular system is structured and its function</li> <li>• How the respiratory system is structured and its function</li> <li>• How the digestive system is structured and its function</li> <li>• How the musculoskeletal system is structured and its function</li> <li>• How the control and regulatory system is structured and its function</li> <li>• How the sensory system is structured and its function</li> <li>• The malfunctions that can occur in all the systems and the impact these have on the individual</li> </ul>	<ul style="list-style-type: none"> <li>• Correct use of scientific terminology in a range of contexts.</li> <li>• <b>Logical and coherent structuring of verbal and written responses.</b></li> <li>• <b>Cross curricular links with biology throughout – specifically Unit 4 in Yr13</b></li> <li>• <b>Cross curriculum links with PSHE – relationships, health and wellbeing</b></li> <li>• <b>Excellent foundation for progression to higher education and advanced apprentices.</b></li> <li>• <b>Working with children, teaching, nursing, paramedic</b></li> </ul> <p><b>Extra-curricular activities</b></p> <ul style="list-style-type: none"> <li>• <b>Work experience – linked to health and social care settings</b></li> <li>• <b>Science/debating enrichment to help support in the coursework units</b></li> </ul>
 Year 12	<p><b><u>F090: Principles of health and Social Care</u></b></p> <ul style="list-style-type: none"> <li>• Equality, diversity and rights in health and social care settings</li> <li>• Managing hazards, health and safety in health and social care settings</li> </ul>	<ul style="list-style-type: none"> <li>• Communication skills – one-to-one and group interactions</li> <li>• Discussion and role play of scenarios from health, social care and child care settings.</li> <li>• Time management</li> </ul>	<ul style="list-style-type: none"> <li>• How positive relationships are built for the client and carer in different settings</li> <li>• Factors which effect the building of a positive relationship</li> <li>• Communication skills and using these effectively in specific settings</li> <li>• Defining equality, diversity and rights</li> </ul>	<ul style="list-style-type: none"> <li>• Correct use of scientific terminology in a range of contexts.</li> <li>• <b>Logical and coherent structuring of verbal and written responses.</b></li> <li>• <b>Cross curricular links with biology throughout – specifically Unit 4 in Yr13</b></li> <li>• <b>Cross curriculum links with PSHE – relationships, health and wellbeing</b></li> </ul>

Extra curricular activities

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<ul style="list-style-type: none"> <li>• Legislation in health and social care settings</li> <li>• Best practice in health and social care settings</li> </ul> <p><b><u>F092: Person Centred approach to care</u></b></p> <ul style="list-style-type: none"> <li>• Taking a person centred approach</li> <li>• Meeting needs and providing support in a person-centred way</li> <li>• Communication skills needed to offer person-centred care</li> </ul> <p><b><u>F093: Supporting people with mental health conditions</u></b></p> <ul style="list-style-type: none"> <li>• Definitions and views of mental health</li> <li>• Mental health conditions</li> <li>• Provision of mental health services</li> <li>• Treatment and support for mental health conditions</li> </ul> <p><b><u>F091 Anatomy and physiology for health and social care</u></b></p> <ul style="list-style-type: none"> <li>• Structure and function of the respiratory system</li> <li>• Structure and function of the cardiovascular system</li> </ul>	<ul style="list-style-type: none"> <li>• Applying equality and diversity in context with links to Health, social and child care settings</li> <li>• Impact of discriminatory practices on an individual</li> <li>• Hazards in the workplace for client and carer</li> <li>• Legislation and policies in health, social and child care settings</li> <li>• A person-centred approach to health care</li> <li>• Of mental health conditions</li> <li>• How society views mental health conditions</li> <li>• How the cardiovascular system is structured and its function</li> <li>• How the respiratory system is structured and its function</li> </ul>	<ul style="list-style-type: none"> <li>• Excellent foundation for progression to higher education and advanced apprentices.</li> <li>• Working with children, teaching, nursing</li> </ul> <p>Extra-curricular activities</p> <ul style="list-style-type: none"> <li>• Work experience – linked to health and social care settings</li> <li>• Science/debating enrichment to help support in the NEA units</li> </ul>
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**At The Elizabethan Academy we offer a curriculum that:**

- is broad, balanced, inspiring and inclusive
- builds confidence, independence and **resilience**
- encourages students to develop the **skills, knowledge and understanding** required to succeed academically
- encourages students to participate in a wide variety of activities which extend beyond the classroom
- places creativity and imagination at the heart of learning to develop enquiring minds
- enables students to understand the connections and links between different subjects
- raises students' aspirations through promoting academic excellence
- develops students' **social and cultural knowledge**, skills and understanding
- develops students' **respect for spiritual and moral values**, and tolerance towards other races, religions and ways of life.
- gives students the opportunities to put theoretical skills into practice and expand their knowledge beyond the exam specification

Extra curricular activities

Careers links

Curriculum links

**CIM - Curriculum Intent Map Health and Social Care**  
**Exam board - A'Level: OCR**



- prepares students for the world of work in a rapidly changing world.

**Extra curricular activities**

**Careers links**

**Curriculum links**

**CIM - Curriculum Intent Map Health and Social Care**  
**Exam board - A'Level: OCR**



	Year 12					
	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
<p><b>Knowledge, Skills and Understanding</b></p> 	<p><u>Teacher 1</u>            F090 Principles of HSC            TA1 – Diversity, Equality and Rights            Discrimination            Discriminatory behaviour            Impact of discrimination            Hazards            Risk Assessments            Responses to incidents</p> <p><u>Teacher 2</u>            F090 Principles of HSC            TA3 – Legislation            The Equality Act 2010            The Health and Care Act 2022            The Children Act 2004            Data Protection Act 2018            Health and Safety at work Act 1974</p>	<p><u>Teacher 1</u>            F090 Principles of HSC            TA4 – Person centred values            6C's            Safeguarding            Supporting practitioners</p> <p><u>Teacher 2</u>            TA3 Legislation            Manual Handling            Operations Regulations 1992            COSHH 2002            RIDDOR 2013</p>	<p><u>Teacher 1 and 2</u>            F092 Person centred approach            6C's            Role of the PCA            PCA Planning            Creating a one page profile            Independence and rights            Interviewing an individual            Types of impairment            Care and support            Equipment            Support services and practitioners            Impact of impairments</p>	<p><u>Teacher 1 and 2</u>            F092 Person centred approach            Verbal communication skills            Factors which enhance/inhibit communication            Non-verbal communication            Written communication skills</p>	<p><u>Teacher 1 and 2</u>            FO93 Supporting people with mental health conditions            Types of MH conditions            Signs and symptoms            Individual factors            Effects of MH            How society views MH            Practitioners who work in MH            Legislation and individual rights</p>	<p><u>Teacher 1 and 2</u>            FO93 Supporting people with mental health conditions            Types of treatment            Factors affecting access to treatment and support            Types of therapies            Person centred approach to support</p> <p><u>Teacher 1</u>            FO91 Anatomy and physiology for health and social care            Structure and function of the respiratory system</p> <p><u>Teacher 2</u>            FO91 Anatomy and physiology for health and social care            Structure and function of the cardiovascular system</p>
<p><b>ASSESSMENT</b></p> 	<p>Baseline Test TA1 and TA3            TA3 Assessment            TA1 and TA2 Assessment            TA3 Assessment 2            TA4 Assessment            Mock Exam</p>		<p><i>External F090 Principles of Health and Social Care – 7<sup>th</sup> January 2026</i>            NEA</p>		<p>NEA</p>	

Extra curricular activities

Careers links

Curriculum links

## CIM - Curriculum Intent Map Health and Social Care Exam board - A'Level: OCR





 <p>Embed your knowledge</p>	<p>Using real case studies where possible to identify breaches in legislation and analyse the impact of legislation on service users</p> <p>Create scenarios where students can apply the legislations across a range of health and social care settings</p>	<p>Applying the legislation s to different scenarios in health and social care</p> <p>Role play person-centred care scenarios</p> <p>Create a fact file on a piece of legislation</p>	<p>Produce an empathy map for someone with a mental health condition</p> <p>Produce a document which shows the journey of an oxygen molecule from inhalation to gas exchange</p> <p>Create a quiz to share with the class to help with revision of the cardiovascular system</p>
<p>Extend your learning</p> 	<p>Should care workers be allowed to refuse care based on personal beliefs?</p> <p>Is positive discrimination ever justified in health and social care?</p>	<p>Audit a health, social or care setting using the equality act 2010 and the 9 protected characteristics</p> <p>Should a care worker respect a service user's choice if it puts them at risk?</p> <p>Keep a diversity diary of where you see diversity and inclusion (or lack of) in your community</p>	<p>Design a campaign to challenge mental health stigma in care settings</p> <p>Create a factsheet on local or national mental health support services</p> <p>Practice labelling diagrams of the body structures</p> <p>Analyse how asthma and COPD affects the respiratory system</p> <p>Find out how mental health conditions can affect the systems of the body</p>

Extra curricular activities

Careers links

Curriculum links

**CIM - Curriculum Intent Map Health and Social Care**  
**Exam board - A'Level: OCR**

	Year 13					
	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
<b>Knowledge, Skills and Understanding</b> 	<u>Unit 4 Physiology of Health</u> LO1 The Circulatory system LO2 Recap from year 12 LO3 The digestive system LO4 The Skeletal system	<u>Unit 4 Physiology of Health</u> LO4 The Skeletal System LO5 The Endocrine System LO6 The Sensory System Revision of LO1-LO6	<u>Unit 4 Physiology of Health</u> Revision for externa exam <u>Unit 3 Sexual Health</u> LO1 STI's, contraception LO2 Process of conception LO4 Gestation and birth	<u>Unit 4 Physiology of Health</u> LO4 Disabilities in utero LO5 Development stages Coursework completion	Amendments to coursework Revision for any resit exams	
<b>ASSESSMENT</b> 	LO3 Assessment Lo4/5 Assessment LO1 Assessment LO6 Assessment		Unit 4 <i>External</i> exam (January) Unit 13 Coursework		<i>External</i> exams	
 <b>Embed your knowledge</b>	Produce a document which shows the journey of an oxygen molecule from inhalation to gas exchange  Create a quiz to share with the class to help with revision of the cardiovascular system		Myths and facts about sexual health  Use scenarios to develop care plans for clients with sexual health issues – consider confidentiality, dignity and appropriate services		Resources for revision	
Extend your learning 	Practice labelling diagrams of the body structures  Analyse how asthma and COPD affects the respiratory system  Find out how mental health conditions can affect the systems of the body		Use the NHS website to research more about sexual health  Research key milestones in sexual health e.g the introduction of the pill  'Why is sexual health important in health and social care?  Analyse the messages in sexual health campaigns		Review case studies on early child development stages	

Extra curricular activities

Careers links

Curriculum links