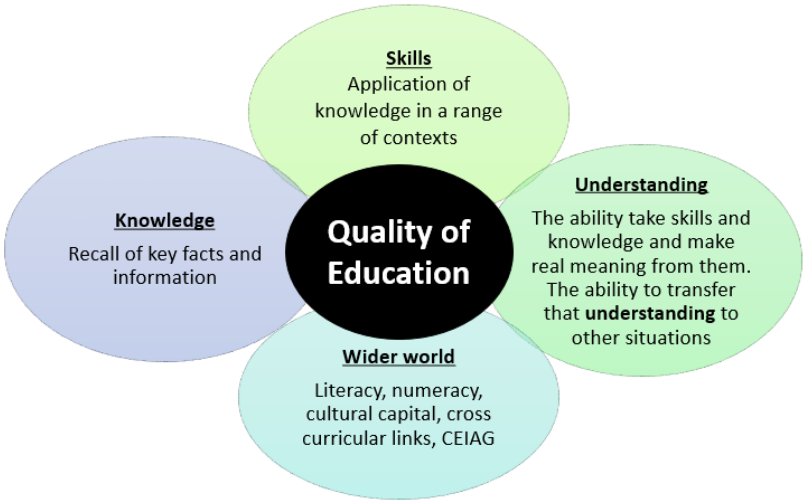
# CIM - Curriculum Intent Map Health and Social Care
# Exam board - A'Level: OCR

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:**<br>• Identification of key fundamental building blocks based on student need<br>**Implementation:**<br>• Knowledge of SEND need - knowing who they are, targeted T&L and classroom strategies to meet need.<br>• Staff trained to meet needs of SEND students specifically to their subject area<br>• Differentiated teaching and resources based on identified needs<br>• Targeted live marking and questioning |

**Extra curricular activities** **Careers links** **Curriculum links**

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

- Deploying TA's to support wider group to allow subject specialist support for SEND (helicopter approach)
- 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** | **F091 Anatomy and physiology for health and social care**<br>• Cardiovascular system, respiratory system, digestive system, musculoskeletal system, control and regulatory systems, reproductive systems, malfunctions and the impact on individuals.<br>**F094 Supporting people with long term physiological conditions**<br>• Physiological conditions, how they are caused and the daily and long-term effects on the individuals. Effectiveness of the local services<br>**F097 Supporting healthy nutrition and lifestyles**<br>• Dietary and activity needs of individuals, factors that influence dietary choices and physical activity levels and supporting individuals to plan meals that meet their needs | • Demonstrate knowledge and understanding of scientific ideas, processes, techniques and procedures.<br>• Apply knowledge and understanding of scientific ideas, processes, techniques and procedures:<br>• in a theoretical context<br>• in a practical context<br>• Communication skills – one-to-one and group interactions<br>• Presentation of research for NEA module<br>• Discussion and role play of scenarios from health, social care and childcare settings. | • What are physiological conditions?<br>• How long-term physiological conditions are linked to body systems?<br>• How are long term physiological conditions caused?<br>• How a physiological condition monitored and treated?<br>• What barriers can prevent a person from accessing treatment?<br>• What are the long-term impacts from a physiological condition?<br>• The roles of the practitioner in supporting patients with physiological conditions<br>• How to maintain a balanced diet<br>• What are the government recommended daily physical activity guidelines<br>• What factors influence dietary choices?<br>• Types of Digestive Disorders<br>• Understanding factors relating to diet and physical activity levels<br>• Meal planning and food labelling<br>• How the cardiovascular system is structured and its function<br>• How the respiratory system is structured and its function<br>• How the digestive system is structured and its function<br>• How the musculoskeletal system is structured and its function<br>• How the control and regulatory system is structured and its function | • Correct use of scientific terminology in a range of contexts.<br>• Logical and coherent structuring of verbal and written responses.<br>• Cross curricular links with biology throughout – specifically Unit F091 in Yr13<br>• Cross curriculum links with PSHE – relationships, health and wellbeing<br>• Excellent foundation for progression to higher education and advanced apprentices.<br>• Working with children, teaching, nursing, paramedic<br><br>Extra-curricular activities<br>• Work experience – linked to health and social care settings<br>• Science/debating enrichment to help support in the coursework units |

**Extra curricular activities** **Careers links** **Curriculum links**

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| | | | • How the reproductive system is structured and its function<br>• The malfunctions that can occur in all the systems and the impact these have on the individual | |

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| **Year 12** | **F090: Principles of health and Social Care**<br>• Equality, diversity and rights in health and social care settings<br>• Managing hazards, health and safety in health and social care settings<br>• Legislation in health and social care settings<br>• Best practice in health and social care settings<br>**F092: Person Centred approach to care**<br>• Taking a person centred approach<br>• Meeting needs and providing support in a person-centred way<br>• Communication skills needed to offer person-centred care<br>**F093: Supporting people with mental health conditions**<br>• Definitions and views of mental health<br>• Mental health conditions<br>• Provision of mental health services<br>• Treatment and support for mental health conditions<br>**F091 Anatomy and physiology for health and social care**<br>• Structure and function of the respiratory system<br>• Structure and function of the cardiovascular system<br>**F097 Supporting healthy nutrition and lifestyles**<br>• Dietary and activity needs of individuals, factors that influence dietary choices and physical activity levels and supporting individuals to plan meals that meet their needs | • Communication skills – one-to-one and group interactions<br>• Discussion and role play of scenarios from health, social care and childcare settings.<br>• Time management | • How positive relationships are built for the client and carer in different settings<br>• Factors which affect the building of a positive relationship<br>• Communication skills and using these effectively in specific settings<br>• Defining equality, diversity and rights<br>• Applying equality and diversity in context with links to Health, social and childcare settings<br>• Impact of discriminatory practices on an individual<br>• Hazards in the workplace for client and carer<br>• Legislation and policies in health, social and childcare settings<br>• A person-centered approach to health care<br>• Mental health conditions<br>• How society views mental health conditions<br>• How the cardiovascular system is structured and its function<br>• How the respiratory system is structured and its function | • Correct use of scientific terminology in a range of contexts.<br>• Logical and coherent structuring of verbal and written responses.<br>• Cross curricular links with biology throughout – specifically Unit 4 in Yr13<br>• Cross curriculum links with PSHE – relationships, health and wellbeing<br>• Excellent foundation for progression to higher education and advanced apprentices.<br>• Working with children, teaching, nursing<br><br>Extra-curricular activities<br>• Work experience – linked to health and social care settings<br>• Science/debating enrichment to help support in the NEA units |

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

**Extra curricular activities** **Careers links** **Curriculum links**

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| | Year 12 | | | | | |
|---|---|---|---|---|---|---|
| | **Half term 1** | **Half term 2** | **Half term 3** | **Half term 4** | **Half term 5** | **Half term 6** |
| **Knowledge, Skills and Understanding**  | F090 Equality and diversity<br>TA1 Equality, diversity, rights, support networks<br>TA2 Discriminatory practice, impacts on the individuals<br>TA3 Hazards employees and employers, harm and abuse<br>F092 Person-centred care<br>TA3 Communication | F090 Equality and diversity<br>TA3 Legislation, national initiatives, impact of national initiatives<br>TA4 Applying best practice, explaining discriminatory practice in HSC<br>TA3 Legislation, safeguarding<br>F092 Person-centred care<br>TA3 Communication | F090 Health and Safety<br>General revision<br>F093 Mental Health Conditions<br>TA1 What is mental health?<br>F092 Person-centred care<br>TA1/2 Person-centred values | F093 Mental Health Conditions<br>TA1 What is mental health?<br>TA2/3 Monitoring and treating mental health<br>TA2<br>F092 Person-centred care<br>TA1/2 Person-centred values<br>NEA Tasks | F091 Anatomy and Physiology<br>TA1 The circulatory system<br>TA4 The skeletal system<br><br>F097 Healthy Nutrition<br>TA1 Meal planning | F091 Anatomy and Physiology<br>TA1 The circulatory system<br>TA4 The skeletal system<br><br>F097 Healthy Nutrition<br>TA1 Meal planning |
|   | Baseline Test<br>F090 Mock Exam | | *External – Unit F090 exam (January)*<br>F092 NEA Task 1 and Task 2<br>F093 NEA Task 1 | | F091 Topic Assessments<br>F097 NEA Task 1 | |
|  Embed your knowledge | **Community Engagement Projects:**<br>• Assign projects that involve engaging with the local community to understand different cultures, backgrounds, and support networks.<br>• Encourage students to reflect on the importance of community support in promoting equality. | | **Reflection on Ethical Considerations:**<br>Engage students in reflections on the ethical considerations involved in creating and enforcing health and safety legislation.<br>Encourage critical thinking about the balance between regulatory requirements and the well-being of workers. | | **Integration with Mental Health First Aid:** - Integrate discussions on mental health first aid alongside physical first aid. - Discuss the importance of recognizing and addressing mental health concerns in the aftermath of incidents. | |

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| Extend your learning  | **Psychological Impacts of Discrimination:**<br>• Explore the psychological effects of discriminatory practices on individuals.<br>• Discuss concepts such as stereotype threat, microaggressions, and the long-term impact of discrimination on mental health. | **Conflict Resolution Training:**<br>Integrate conflict resolution training into the curriculum.<br>Equip students with the skills to manage conflicts constructively within relationships.<br><br>**Emotional Intelligence Development:**<br>Introduce concepts of emotional intelligence and its role in communication.<br>Explore how understanding and managing emotions contribute to positive relationships. | **International Perspectives on First Aid:** - Examine first aid practices and emergency response systems from an international perspective. - Discuss global variations in training, policies, and cultural influences on first aid. |

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| | Year 13 | | | | | |
|---|---|---|---|---|---|---|
| | **Half term 1** | **Half term 2** | **Half term 3** | **Half term 4** | **Half term 5** | **Half term 6** |
| **Knowledge, Skills and Understanding**  | F091 Physiology of Health<br>LO2 The Circulatory system<br>LO1 Recap from year 12<br>LO3 The digestive system<br>F097 Nutrition<br>NEA Task 1 | Unit 4 Physiology of Health<br>LO5 The Endocrine System<br>LO6 The Reproductive System<br>Revision of LO1-LO6<br>F097 Nutrition<br>NEA Task 1 | Unit 4 Physiology of Health<br>Revision for externa exam<br>F097 Nutrition<br>NEA Task 1<br>F094 Physiological conditions<br>NEA Task 1 | F097 Nutrition<br>NEA Task 1<br>F094 Physiological conditions<br>NEA Task 1 | Amendments to coursework<br>Revision for any resit exams | |
|   | F091 Assessments<br>F097 NEA Task 1 | | F091 *External* exam (January)<br>F097 NEA Task 2<br>F094 NEA Task 1 and 3<br>Final submission for NEA units | | *External* exams | |
|  **Embed your knowledge** | **Current Research in Cardiovascular Science:**<br>• Explore recent research findings in cardiovascular science.<br>• Discuss breakthroughs, innovations, and areas of ongoing research in understanding and treating circulatory system disorders. | | **Role-Playing Scenarios:**<br>• Encourage students to practice effective communication when discussing these topics with partners or healthcare providers. | | Resources for revision | |
| Extend your learning  | **Patient-Centered Care in Cardiovascular Medicine:**<br>• Explore patient-centered care approaches in cardiovascular medicine.<br>• Discuss the importance of personalized treatment plans, shared decision-making, and patient empowerment. | | **Government policies on healthy living**<br>• Investigate nutrition and diet policies<br>• Discuss the development, implementation, and effectiveness of healthy eating education programs at local, national, and international levels. | | | |

**Extra curricular activities** **Careers links** **Curriculum links**