

**Key:** \***Bold** writing shows development or progression from previous year. \*Underline shows cross-over of key concepts with other end-points

Faculty: Open Faculty			Subject: Child development			
End points	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11
Students will Gain the essential knowledge and understanding in child development, covering reproduction, parental responsibility, antenatal care, birth, postnatal checks, postnatal provision, conditions for development, childhood illnesses and child safety				<p>The wide range of factors which affect the decision to have children, i.e.</p> <ul style="list-style-type: none"> <li>• relationship between partners</li> <li>• finance</li> <li>• parental age</li> <li>• peer pressure/social expectations</li> <li>• genetic counselling for hereditary diseases (e.g. Down's Syndrome, cystic fibrosis, sickle cell anaemia, muscular dystrophy) Pre-conception health</li> <li>• diet</li> <li>• exercise</li> <li>• healthy weight</li> <li>• dangers of smoking/alcohol/recreational drugs</li> <li>• up-to-date immunisations</li> </ul> <p>Roles and responsibilities of parenthood</p> <ul style="list-style-type: none"> <li>• meeting primary needs</li> </ul>	<p>To recognise and evaluate methods of contraception, their efficiency and reliability.</p> <ul style="list-style-type: none"> <li>• barrier methods</li> <li>• contraceptive pill</li> <li>• intrauterine device and intrauterine system</li> <li>• contraceptive injection</li> <li>• contraceptive patch</li> <li>• contraceptive implant</li> <li>• natural family planning</li> <li>• emergency contraceptive pill</li> </ul> <p>The structure and function of male and female reproductive systems, • female reproductive system</p> <ul style="list-style-type: none"> <li>• male reproductive system</li> <li>• how reproduction takes place</li> </ul>	<p>The importance of antenatal and parenting classes, i.e.</p> <ul style="list-style-type: none"> <li>• preparing for a safe pregnancy and delivery</li> <li>• preparation of both parents for labour and parenthood</li> <li>• role of father/partner in supporting the mother throughout pregnancy and birth</li> <li>• for the birth to be an emotionally satisfying experience</li> <li>• promotion of healthy lifestyle and breastfeeding</li> </ul> <p>Routine checks carried out at an antenatal clinic, including scans, i.e.</p> <ul style="list-style-type: none"> <li>• weight check</li> <li>• blood tests</li> <li>• blood pressure</li> <li>• urine test</li> <li>• STIs</li> <li>• examination of the uterus</li> <li>• baby's heartbeat</li> <li>• ultrasound dating scan</li> </ul> <p>Specialised diagnostic tests, i.e.</p>

						<ul style="list-style-type: none"> <li>• ultrasound anomaly scan/mid-pregnancy scan</li> <li>• nuchal fold translucency scan</li> <li>• AFP (alpha fetoprotein) test</li> <li>• CVS (chorionic villus sampling)</li> <li>• amniocentesis</li> <li>• NIPT blood test (non-invasive prenatal testing)</li> </ul> <p>The choices available for delivery, i.e.</p> <ul style="list-style-type: none"> <li>• hospital birth (e.g. Consultant-led units, Midwife or GP-led units, birthing centres)</li> <li>• home birth</li> <li>• domino scheme</li> <li>• private hospital/independent midwife</li> </ul>
students will gain knowledge of the equipment needs of babies and young children and an understanding of the factors to be considered when choosing appropriate equipment to meet all these needs				<p>Key equipment to be considered for children from one to five years</p> <ul style="list-style-type: none"> <li>• travelling equipment (e.g. car seat, stroller/buggy, reins)</li> <li>• feeding equipment (e.g. trainer cup, cutlery, weaning bibs)</li> <li>• sleeping equipment (e.g. cot bed/bed, bed guard, sleeping bag, duvet)</li> <li>• clothing and footwear (e.g. nappies/trainer pants, daywear, nightwear, outerwear)</li> </ul>	<p>Key equipment to be considered for children from one to five years, i.e.</p> <ul style="list-style-type: none"> <li>• travelling equipment</li> <li>• feeding equipment</li> <li>• sleeping equipment</li> <li>• clothing and footwear)</li> </ul> <p><b>Key factors to consider when choosing equipment for children from one to five years</b></p>	

				<p>Key factors to consider when choosing equipment for children from one to five years</p> <ul style="list-style-type: none"> <li>• age-appropriateness</li> <li>• safety</li> <li>• cost</li> <li>• design/ergonomics</li> <li>• durability (e.g. materials)</li> <li>• hygiene</li> </ul>	<ul style="list-style-type: none"> <li>• <b>age-appropriateness</b></li> <li>• <b>safety (e.g. flammability, stability)</b></li> <li>• <b>cost</b></li> <li>• <b>design/ergonomics (e.g. comfort)</b></li> <li>• <b>durability (e.g. materials)</b></li> <li>• <b>hygiene (e.g. easy to clean, washable)</b></li> </ul>	
Gain an understanding of nutrition and its importance to the development of a child throughout early life and the impact of this on later life					<p>Current government dietary guidelines</p> <ul style="list-style-type: none"> <li>• eatwell plate</li> <li>• making healthy choices</li> </ul> <p>The functions and sources of nutrients,</p> <p>i. • macronutrients – protein, fats, carbohydrates</p> <ul style="list-style-type: none"> <li>• micronutrients – vitamins, A, B group, C,D,E,K, minerals – calcium and iron</li> <li>• functions of each nutrient</li> <li>• sources of nutrients, • vitamins</li> <li>• minerals)</li> <li>• additional dietary requirements</li> </ul> <p>nutritional requirements from 0 to 6 months</p>	<p>How to investigate feeding solutions</p> <ul style="list-style-type: none"> <li>• nutritional analysis (e.g. labelling, software/apps, eatwell plate/healthy eating)</li> <li>• factors for consideration (e.g. nutrition, cost, time, practicalities/convenience, attractive/appealing meals)</li> <li>• hygiene practices (e.g. personal hygiene, room/equipment, sterilisation)</li> </ul> <p>How to develop feeding solutions for babies aged 0 to 6 months, i.e.</p> <ul style="list-style-type: none"> <li>• bottle feeding (e.g. types of formula, bottles and teats, storage, transportation)</li> <li>• breastfeeding (e.g. expressing, storage, transportation)</li> </ul>

					<ul style="list-style-type: none"> <li>• nutritional requirements from 6 to 12 months</li> <li>• nutritional requirements from 1 to 5 years</li> </ul>	<ul style="list-style-type: none"> <li>• combination feeding (e.g. natural feel bottle teats, reduction in breast feeds, timing) How to develop feeding solutions for babies aged 6 to 12 months, i.e.</li> <li>• homemade (e.g. pureed, minced, finger foods, equipment, storage)</li> <li>• purchased (e.g. jars, packets, tins, frozen, pouches) How to develop feeding solutions for children aged 1 to 5 years, i.e.</li> <li>• planning meals (e.g. balanced, portion size, introducing new foods/flavours/textures) How to evaluate feeding solutions, i.e.</li> <li>• comparison • to evaluate their choices (e.g. strengths/weaknesses, improvements/changes) • conclusions</li> </ul>
Understand how a child's development can be impacted and develop a knowledge of how to observe and support a child through				<p>The development norms from birth to five years</p> <ul style="list-style-type: none"> <li>• physical development, i.e. gross motor skills</li> <li>• intellectual development, i.e.:             <ul style="list-style-type: none"> <li>o language</li> <li>o reading and writing</li> <li>o communication</li> </ul> </li> <li>• social development</li> </ul>	<p>Types of play.</p> <ul style="list-style-type: none"> <li>• manipulative play</li> <li>• cooperative play</li> <li>• solitary play</li> <li>• physical play</li> <li>• creative play</li> </ul> <p>Benefits of play, i.e.</p> <ul style="list-style-type: none"> <li>• physical</li> <li>• intellectual</li> </ul>	

their early years of development.				o communicating o acceptable behaviour o sharing o independence/self-esteem	• social/social skills) • creativity	
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