



GREENWOOD ACADEMIES TRUST



## **Health and social care's Intent document**

Pupils leave a GAT Academy with the academic qualifications & wider skills, characteristics & experiences, which will assist them to lead successful & happy lives

## Our Academy Curriculum Principles:



Our curriculum is engineered to ensure pupils are equipped with the qualifications, knowledge, experiences and skills to succeed in life and progress onto meaningful employment with training or further and higher education.

To achieve this our curriculum is designed to be:

- **Broad, ambitious and grounded in the national curriculum** – so that all groups of pupils have access to both academic and vocational programmes of study where challenge, achievement and progress are expected for all.
- **Knowledge rich** – so that all pupils acquire the core knowledge to which they are entitled and the powerful knowledge they need to expand beyond their own experiences
- **Intelligently planned** – sequenced to incrementally build long-term knowledge and develop cross-curricula schema, using evidence-based strategies to maximise learning.
- **Culturally rich** – broadening horizons and exposing pupils to the vast wealth of experiences in the wider global society be that the arts, music, sport and extra-curricular pursuits
- **Character building** – providing opportunities to develop leadership, organisation, resilience, initiative and communication skills from year 7 to 13
- **Context-specific** – so that pupils who are not yet secondary ready, or not yet confident in the English language can rapidly catch up and access the full curriculum, and those with limited opportunities to explore the world beyond Northampton can broaden their horizons.
- **Values-driven** – to develop principled young people who respect others in all their diversity, put kindness at the heart of all their decisions and strive to achieve excellence in all that they do.
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**Our academy values are *kindness, respect and excellence***

## Our Health and Social Care Intent:

Our faculty intent is comprised of following 3 sections:

1. Our vision for the subject/faculty and the purpose it serves for our pupils
2. Defining what the key concepts and core domains of knowledge are, that pupils will learn about
3. The end points our curriculum is working towards



### 1. Our vision

For various reasons and at different stages in their lives, some people need support to develop and maintain their independence, dignity and control. Studying Health and Social Care teaches our students about providing physical, emotional and social support to help people live their lives. In this subject, students will be academically challenged through the broadness of the curriculum and the wide range of real-life scenarios that they will face which prepares students for their life beyond school.

We also incrementally build knowledge and builds links with other subjects to help pupils build schema and commit knowledge to long-term memory i.e., links with the stages of development in psychology, nutritional requirements in Catering and sport.

The curriculum will enable our learners to:

- acquire the skills, knowledge and interdependence required to work in this industry and provide the best possible care for people under their supervision, whether this be a midwife, nurse, paramedic, speech and language therapist or social worker to name but a few.
- Teach our students about providing physical, emotional and social support to help people live their lives.
- To gain knowledge on health and social care provision in their local community and how religion and culture can affect access and provision of healthcare services.
- Develop and understanding of the impact they have on their own society and how we as a society can care for others.
- Develop and understanding and respect for all members of the diverse Uk society.
- cognitive and problem-solving skills: use critical thinking, approach non-routine problems applying expert and creative solutions, use systems and technology
- intrapersonal skills: communicating, working collaboratively, negotiating and influencing, self-presentation
- interpersonal skills: self-management, adaptability and resilience, self-monitoring and development.
- To give students the opportunity to see Health and social care in action through visits to different setting and key speakers within their class time .

## 2. Our key concepts and core domains of knowledge

Health and social care (key stage 4 and 5)

- Human Lifespan Development- Learners cover physical, intellectual, emotional and social development across the human lifespan, and the factors affecting development and the effects of ageing
- Understand human growth and development across life stages and the factors that affect it
- Investigate how individuals deal with life events
- Working in Health and Social Care- Learners explore what it is like to work in the health and social care sector, including the roles and responsibilities of workers and organisations.
- Meeting Individual Care and Support Needs- Learners focus on the principles and practicalities that underpin meeting individuals' care and support needs, which are the foundation of all the care disciplines
- Supporting Individuals with Additional Needs- Learners explore the role of health and social care services in providing care and support to individuals with additional needs.

## 3. The end points of our curriculum

Our pupils will have the ability to:

- Demonstrate knowledge of physical, intellectual, emotional and social development across the human lifespan, factors affecting human growth and development and effects of ageing
- Analyse and evaluate information related to human development theories/models and factors affecting human growth and development
- Make connections between theories/models in relation to human development, factors affecting human growth and development and effects of ageing
- Examine principles, values and skills which underpin meeting the care and support needs of individuals and examine the ethical issues involved when providing care and support to meet individual needs
- Investigate the roles of professionals and how they work together to provide the care and support necessary to meet individual needs.
- Achieve at least a standard pass in their chosen discipline. This is an ambitious aim, but we will strive to ensure all pupils achieve their full potential.