

Maple Medical PRU
Health and Social Care Policy

Intent

The Health and Social Care curriculum aims to

Enable pupils to develop their theoretical knowledge and understanding of health and social care as well as opportunities to apply their knowledge and develop practical skills

Encourage pupils to take responsibility for their own learning by developing their independent learning and research skills which will equip them for further/higher education and employment

Provide opportunities to enable pupils to develop a range of personal skills and techniques which prepare them for employment and life within their community as well as wider society

Ensure that all pupils have equal access to learning, providing appropriate levels of challenge and support to enable everyone to achieve their full potential

Support pupils' spiritual, moral, social and cultural development

Principles/values/connections to wider school aims

This policy is based on the Maple vision, values and aims which is our commitment to:

- Creating an educational provision which is safe, caring and nurturing and enable pupils to learn and staff to grow
- Respect, equality, individuality and achievement at all levels of ability and age
- Provide a happy and stimulating environment where pupils can achieve their full potential
- Remove as many barriers to learning as possible
- Have high expectations of teaching and learning and reward achievement

This policy is written in conjunction with the School Development Plan and supports these specific aims within those documents in the academic year 2019/20.

For all teachers to share good practice via peer observations

Ensure all pupils have access to an appropriate KS4 curriculum including Mulberry

Measure progress of SEND pupils

Implementation

Content

The health and social care qualification is -

OCR Cambridge Nationals Health and Social Care Level 1/2 Award/Certificate

Pupils who complete the two mandatory units will gain the Award which is equivalent to half a GCSE qualification; if they complete the two mandatory units plus two other optional units they will gain the Certificate which is equivalent to a full GCSE qualification.

Most pupils at Maple will complete the Certificate equivalent to a full GCSE and consisting of four units, but for some pupils it may be more appropriate to just complete the two mandatory units, for example pupils with limited attendance.

- Pupils will study the following units –
- The mandatory exam unit RO21 which focuses on the rights of individuals and the values of care used within health, social care and early years settings
- The mandatory unit RO22 Communicating and working with individuals in health, social care and early years settings which provides pupils with the knowledge and understanding of effective communication and personal qualities needed within a caring environment
- The mandatory unit RO23 Understanding body systems and disorders which provides pupils with the underpinning knowledge of three major body systems – the cardiovascular, respiratory and digestive systems together with disorders which can affect their function.
- The mandatory unit RO31 Using basic first aid procedures which provides pupils with the knowledge, understanding and practical application of basic common first aid procedures which they may use within health, social care and early years settings

Pupils study Health and Social Care in Year 10 and Year 11 with curriculum time of three hours a week. Additional study time is available every week either at lunchtime or after school which enables pupils to complete homework or catch up with written work for their Assignments. Pupils in Year 9 take part in first aid sessions and written work which gives them basic knowledge and understanding for when they begin studying for the formal qualification.

There is one teacher with responsibility for teaching Health and Social Care. The role involves adapting and amending the curriculum to suit individual pupil need, lesson planning including preparing resources and teaching, liaising with teaching assistants, record keeping, pupil feedback, data tracking, providing data for the SLT, inviting outside professionals and speakers into Maple to deliver practical sessions and activities, keeping updated on curriculum changes, attending professional development courses, liaising with colleagues in other schools and liaising with colleagues at Maple who teach cross-curricular elements of the Health and Social Care course.

Aims

The aim of the Health and Social Care curriculum is

- To equip pupils with a broad understanding and knowledge of the health, social care and early years sectors
- To include in the curriculum the major concepts in health, social care and early years such as equality diversity, health and safety, human anatomy, physiology and disease, the importance of care values as well as wider skills such as effective communication
- To provide a range of practical learning opportunities alongside theoretical curriculum content such as practical first aid sessions, measuring body rates and developing verbal and non-verbal communication skills
- For pupils to be actively engaged, enthused and inspired by their experiences and to take their new skills either into further/higher education or the workplace
- To enable all pupils to actively engage in the processes of health and social care in order to develop as effective and independent learners, developing a critical and analytical approach to problem solving within the health, social care and early years sectors
- Enable all pupils to access the curriculum by adopting a range of teaching strategies and styles and adapting resources to meet individual pupil need
- To develop the skills to take responsibility for their own learning including research, investigation and evaluation of each topic, with support where needed to enable all pupils to be able to access the content of the qualification
- To promote literacy, numeracy and research skills and collaborate with staff from other subjects where there are cross-curricular links to ensure the best learning experience for pupils
- Understand aspects of personal development and the health, social care and early years sectors through investigation and evaluation of a range of services and organisations
- To develop an awareness of the different careers which are available within the health, social care and early years sectors
- To develop a critical and analytical approach to problem solving within the health, social care and early years sectors
- To examine issues which affect the nature and quality of human life including an appreciation of diversity and cultural issues
- Provide homework when appropriate which complements and builds on knowledge and understanding from each topic
- Offer support/catch up/homework/revision sessions at lunchtime and after school to enable pupils to catch up and/or raise their levels of achievement
- To track the progress of all pupils and take appropriate targeted intervention to enable them to reach their full potential

Impact

- To gain a broad understanding of the health, social care and early years sectors together with an appreciation of the skills used and needed
- To gain a recognised qualification which will equip pupils to move onto further/higher education or employment
- To have a greater awareness of careers within the health, social care and early years sectors
- To develop skills which they will need in further/higher education and the workplace including working independently, researching information, applying their knowledge, problem solving, analysis and evaluation of evidence, working to deadlines, communication and team work
- Develop confidence in their own abilities and take a pride in their achievements
- Pupils are involved in their own learning and progress: verbal and written feedback is discussed as part of the learning process and they are able to make adjustments or improvements they need to make
- Pupil progress is carefully tracked and interventions implemented if expected progress is not being made
- Pupils are able to attend catch up/homework sessions at lunchtimes or after school to enable them to achieve or exceed their full potential
- Parents/carers receive regular feedback on the progress of their son/daughter

Equal Opportunities

All pupils have access to either the full Health and Social Care qualification or parts of the curriculum e.g. first aid. Pupils on a part time timetable who do not attend on the day the subject is taught focus on their core subjects. Health & Social Care is not taught as a discrete subject in Mulberry but aspects are covered during life skills and science sessions where appropriate.

Health and Safety

Some pupils are vulnerable due to their life experiences and/or severe and enduring mental health issues. Everyone is advised when sensitive topics will be taught and are able to opt out if they wish. Pupils with medical conditions and/or disabilities may be unable to fully take part in some activities but these will be adapted wherever possible to meet their needs without putting them at risk e.g. first aid sessions.

Homework

Homework is set regularly to complement and build on knowledge and understanding of the curriculum. Opportunities are given every week for pupils to complete homework

either at lunchtime or after school with support. The homework policy for Maple is available on the school website.

Resources

A wide range of resources are used to teach Health and Social Care including text books, revision guides, interactive whiteboard packages, articles in the local and national news, exam board resources and exam papers in addition to teacher produced resources. Professionals are also invited in to speak to pupils on relevant subjects e.g. their job role within either health, social care or early years or deliver practical sessions such as first aid training, Makaton awareness and practice.

Assessment

Pupils are involved in the assessment process and receive regular verbal and written feedback on their class work and homework. They peer mark and self-mark when written work has been completed and receive generic feedback on their Assignments to enable improvements to be made.

Regular exam assessments are completed with detailed class feedback to raise understanding and enable pupils to make progress ready for their GCSE exam.

Maple use a tracking system and give termly feedback to parents on their son/daughters progress and interventions are implemented where pupils are not making expected progress. These include catch up sessions each week at lunchtime and/or after school.

Monitoring and evaluation

The health and social care curriculum is monitored and evaluated each year and any amendments made if necessary eg change of optional units. The curriculum is monitored by the SLT which includes informal discussions, lesson observations, learning walks, peer observation, drop ins, work scrutiny and appraisal and CPD discussions. The Management Committee monitor the curriculum through discussion and feedback with the Head Teacher.

Monitoring and review of policy

The SLT and Management Committee are responsible for monitoring the implementation and review of this policy through observation, discussion, appraisal/CPD meetings review of record keeping and discussions with Management Committee members. The Health and Social Care Policy is reviewed every two years.

Policy Approval date :

Review date: