



NT CURRICULUM

IT'S YOUR STORY TO TELL

What does it mean to be a scholar at Tretherras?
 Scholar's will be assessed in their application of Health and Social Care through their practical use. Scholars will be provided with essential knowledge, transferable skills and tools to improve their learning, with the aim of enhancing their employability when they leave education, contributing to both their personal development and future economic well-being. The Cambridge Nationals in Health and Social Care will equip Scholars with sound specialist knowledge and skills for everyday use. Tretherras will challenge all scholars, including high attaining Scholars, by introducing them to demanding material and skills; encouraging independence and creativity; providing tasks that engage with the most taxing aspects of the National Curriculum (including Values of Care and the current legislation requirements and the importance of softer skills such as communication skills to ensure individuals right to independence and dignity). The hands-on approach that will be required for both teaching and learning will chime appropriately with the way young people use new technology. The range of units chosen by the Health and Social Care Teaching Team at Tretherras will allow Scholars the freedom to explore more deeply the things that interest them as well as providing good opportunity to enhance their learning in a range of curriculum areas.

Curriculum Narrative (Core Purpose)		Curriculum Chapters					
		Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
YEAR 10	Scholars are to study the mandatory coursework unit, R033 Supporting individuals through life events and the optional unit, R034 Creative and therapeutic activities. R034 will be completed first.	<p>RO34</p> <p>Students will plan a creative activity suitable for children Scholars will select one creative activity they want to deliver and explain the factors that affected your choice of activity. Scholars will explain the benefits for in terms of PIES. Next they will produce a plan for their creative activity.</p>	<p>RO34</p> <p>Scholars will deliver the creative activity that they have planned. They will, introduce the activity, supervise the activity, collect feedback from those that took part and use appropriate communication skills.</p>	<p>RO34</p> <p>Scholars will now evaluate how they planned and delivered their creative activity. Scholars will use feedback and self-reflection, to evaluate their own performance. They need to consider, strengths and weaknesses of their planning, communication skills and how they encouraged participation of the individual/group. Scholars will then make suggestions for improvements, what they would do differently and why.</p>	<p>RO34:</p> <p>Scholars will undertake research and recommend two therapies suitable for the same individual or group. Scholars will then describe the two therapies and explain how the two therapies benefit the individual or group in relation to PIES.</p>	<p>May 15th Post off first sample</p> <p>RO33</p> <p>LO: Scholars will describe the milestones of growth and development that the individual has experienced during young adulthood (19–45 years), using PIES.</p> <p>Scholars will be able to explain how the growth and development of the individual has been affected by: two environmental factors, two social factors, two economic factors for 19-45 year old.</p> <p>RO33</p> <p>LO: The Scholar will need to speak to an individual who has experienced two life events and is willing to talk to you about their experience.</p>	<p>RO33</p> <p>LO: Scholars will research and recommend personalised support to meet the needs of the individual which they interviews. Scholars will write this up as a report.</p> <p>RO33</p> <p>LO: Scholars are able to make recommendations of support for their individual. This is to be written up as a report.</p>

Assessment		R033 & R034 Unit Recording Sheet criteria					
YEAR 11	<p>Following on from Year 10 pupils will complete one piece of mandatory coursework, communication and then some practical First Aid.</p> <p>Throughout Year 11 the marking is very transparent, all pupils have a broken-down mark scheme and a tick list of tasks so they know how to succeed to MB3/ target grade. It is key that pupils know the points they have accrued in Year 10 and how many points they need to achieve /120 in Year 11 in order to achieve.</p>	<p>LO: The first part of this piece of coursework Scholars will explain the types of communication methods that care workers can use. Scholars will then describe the factors that positively influence communication and apply their knowledge.</p>	<p>LO: Scholars to produce a guide about what can make communicating with people difficult in a health, social care and early years setting and what can be done about these difficulties. Scholars will describe the barriers to communication that care workers can come across and how to overcome them. Scholars will make sure their examples of barriers to communication are the things that care workers come across.</p>	<p>LO: Scholars will add to their guide and include information about the personal qualities that will help a care worker to talk to and to get along with the people who use services and to act in a way that means the person using the service feels valued. Scholars will describe the personal qualities that will contribute to effective care, a plan for an interaction in a health, social care or early years setting. Scholars will also describe how personal qualities contribute to effective care and give examples of types of behavior that fail to value service users.</p>	<p>LO: Scholars will give a practical demonstration which will be used as part of the training of new care workers to show how to interact effectively. They will select one one-to-one interaction and one group interaction from the case studies provided. Scholars must: provide a plan for a group (3 or more) interaction with people who uses the service and provide a plan for a one-to-one interaction with a person who uses the service. Scholars will need to carry out both interactions.</p> <p>RO31 First Aid Second part of this term the scholars will start off with a day off timetable completing their practical work. This will be led by a first aid trained member of staff. Scholars will consolidate their knowledge by completing summary tables of their practical work</p>	<p>LO: Reflect on strengths and weaknesses of first aid practice After completing the summary tables of the first aid practical, Pupils will then assess their strengths and weaknesses. Following this discuss their improvements they can make to their practical skills.</p> <p>Throughout the term, work will be teacher and peer reviewed. moderate/ submit for May 15th Year 11</p>	N/A coursework submitted.
	Assessment	R022 Unit Recording Sheet criteria	R022 Unit Recording Sheet criteria	R022 Unit Recording Sheet criteria	R031 Unit Recording Sheet criteria	R031 Unit Recording Sheet criteria	

*Our whole curriculum inspires confident communicators. Students are encouraged to debate, interrogate, question and are challenged to use judicious and advanced vocabulary as they do so.