

Child Development – Aims/Intent

Our academy curriculum has been designed to pay close attention to the families and children we serve in the local community. Our aim is to ensure all students have the opportunity to leave the academy with the necessary skills and attributes to succeed in life. To instil a love of cooking that leads to self-sufficiency and independence. We focus throughout on understanding and applying the principles of health and nutrition.

The aims in Child Development are that students will be taught:

1. Understand and apply the fundamental principles and concepts of Child Development.
2. To understand and apply knowledge of health and well-being when caring for children.
3. To create a safe environments for children that prevent accidents from happening and identifying the potential risks and how to overcome these.
4. To understand the nutritional needs of children from birth to five years and create health meals for children, including reviewing different formula milk options in comparison to breastfeeding.
5. To understand the development of children from one to five years and how to plan and create activities to support children's growth and development.
6. To develop learning and practical skills that can be applied to real-life contexts and work situations.
7. To think creatively, innovatively, analytically, logically and critically.
8. To develop independence and confidence in using skills that would be relevant to the childcare sector and more widely.
9. To instil a love of caring for children that enables students to care for children within work placements or future career opportunities.
10. To achieve their expectations in a creative and innovative way.
11. To explore as many cultures and different ways people care for children and young people.
12. To encourage students to work independently and in teams.
13. To provide opportunities for students to explore career paths connected to child development.

How cultural capital is enhanced through Child Development

Personal Development

Learners will explore how different aspects of their bodies work and how to look after their bodies, including healthy eating, and manage personal needs independently. Learners will look at and discuss important aspects linked to contraceptives and choices that link to raising and caring for children, which may influence and affect their own choices in the future when working with children or planning to have their own families.

Social Development

Caring for children is a social concept. Learners will explore the different attitudes and approaches to caring for children and raising children in both professional and home environments. Learners explore pre-conceptual health and discuss the importance of relationships with partners before considering starting a family, including the impact of parental age. Learners will have opportunities to discuss and work with peers and young children throughout their qualification to promote social skills, communication and sharing knowledge and experiences across our multicultural community.

Physical Development

Establishing healthy routines and relationships is an important aspect within child development, ensuring children are encouraged to participate in physical activity, which promotes a healthy lifestyle. Learners will explore the impact smoking, drinks and recreational drugs has on families. Keeping well and keeping children safe are more aspects included within this element, specifically focusing on how to care for children when they are unwell.

Spiritual Development

Child development and many of the big issues surround this subject has strong links to spiritual aspects, including discussing and respecting the views and opinions of all community members across the community and within the wider world. Learners learn about the links between spiritual and physical health, including benefits of mental health

and wellbeing with links to medicine and health properties. This links to the teaching of religious and cultural festivals, celebrations and events.

Cultural Development

Learners will explore a wide range of cultural approaches to caring for children within our immediate school community, as well as exploring worldwide attitudes relating to having children and their care. Recognising that children can have a high degree of social expectations placed upon them and their parents, which can stem back generations. Learners will also look at common misconceptions and stereotypes that are often held and look at how these are being broken down by society today.

Moral Development

Exploring the ethics, values, beliefs and morals that can arise from conception, birth and caring for children is important to fully understand and discuss the big world issues as they arise relating to child development. Identifying dilemmas that can be faced by the parents or professionals caring for children such as communicable diseases, feeding options or use of organic products, homemade items or the safety of items available across the world.

How students' vocabulary is developed through Child Development

- Keywords shared at the beginning of each topic and exam type questions explored to demonstrate how these words are used in exam questions.
- Subject specific terminology is used in description of practical outcomes to describe the sensory aspect of the dishes produced.
- Key word/glossary of terms produced throughout GCSE course.

<https://www.ocr.org.uk/Images/610941-specification-cambridge-nationals-child-development-j809.pdf>

Implementation

Key stage 3 – Life Skills Curriculum Links

Within Key stage 3 learners do not specifically study child development, although a number of relevant themes are explored throughout their Life skills lessons. During which learners prior knowledge of their understanding of caring for themselves, healthy relationships and keeping safe learned at KS2 is built upon. Students in years 7 and 8 have two lessons of Life skills over the two week timetable.

- **Caring for Themselves & Keeping Safe**

Personal safety is explored including road safety, stranger danger and basic first aid concepts to ensure learners can look after themselves and feel confident in keeping themselves safe in various situations and environments.

- **Healthy Relationships & Sex Education**

Learning about the human body and reproductive organs including specific terminology support learners in understanding the changes and development that will occur during puberty. Discussing healthy relationships and how to recognise sexually transmitted infections or diseases and how these can be prevented to raise awareness and confidence in discussing these issues.

Key Stage 3 - Methods of Assessment

Learners are encouraged to be considerate and kind learners throughout Life skills lessons due to the nature of the topics that can be covered. There are no formal assessments for this aspect of the curriculum because of the government statutory requirement to cover a preset list of topics. Learner are encouraged to be reflective practitioners and think about how they can apply their built upon or new knowledge to themselves or other around them.

Key Stage 4 – OCR Specification

The OCR Level 1/2 in Child Development equips learners with the knowledge, understanding and skills required to apply the fundamental principles and concepts of Child Development to include health and well-being, creating a safe environment, the nutritional needs of children from birth to five years, and the development of children from one to five years.

The curriculum is divided into three main topics and two non-examination assessment tasks. By studying child development learners will:

- Unit R057: Health and well-being for child development
 - This is assessed by an exam. In this unit you will learn about the importance of pre-conception health and reproduction, antenatal care and preparation for birth. You'll also learn about postnatal care and the conditions in which a child can thrive. Topics include:
 - Pre-conception health and reproduction
 - Antenatal care and preparation for birth
 - Postnatal checks, postnatal care and the conditions for development
 - Childhood illnesses and a child safe environment.

- Unit R058: Create a safe environment and understand the nutritional needs of children from birth to five years
 - This is assessed by a set assignment. In this unit you will learn how to create a safe environment for children from birth to five years in childcare settings. You'll research and choose equipment that is suitable and safe for use and will learn about children's nutrition and dietary needs. Topics include:
 - Creating a safe environment in a childcare setting
 - Choosing suitable equipment for a childcare setting
 - Nutritional needs of children from birth to five years

- Unit R059: Understand the development of a child from one to five years
 - This is assessed by a set assignment. In this unit you will learn the physical, intellectual and social developmental norms for children from one to five years. You'll understand the importance of creating plans and providing different play activities to support children in their development. Topics include:
 - Physical, intellectual and social developmental norms from one to five years
 - Stages and types of play and how play benefits development
 - Observe the development of a child aged one to five years
 - Plan and evaluate play activities for a child aged one to five years for a chosen area of development.

Students to learn the differences in command and key words so exam questions become easily accessible.

Key Stage 4 - Methods of Assessment

Students are assessed throughout the year, using peer and self-assessment, and a set success criteria that is shared with the students in each lesson, based on taught content. Learners will also complete one non-examination assessment in Year 9 and Year 10, which are submitted to the awarding body (OCR) and contribute to their final overall grade awarded at the end of Year 11.

Non-Examined Assessment 1 – R058

- Students are required to undertake 4 tasks preset by the awarding body (OCR) that involve evaluating equipment used to care for children, design and create a safe caring environment for children preventing accidents from occurring, investigating feeding options available for 0-1 year of age and the creating a nutritional meal for a child between 1 and 5 years of age. This forms 25% of their final GCSE grade awarded in Year 11.

Non-Examined Assessment 2 – R059

- Students are required to complete 2 preset tasks by the awarding body (OCR) that involve researching the developmental norms of development for children 1-5 years of age, methods of observation and then

undertaking an observation on a child to observe one area of development, which learners then evaluate. Following the observation learners need to plan a suitable play activity for the child to support their development, which can then be evaluated and conclusions drawn. This forms 25% of their final GCSE grade awarded in Year 11.

Year 11 Methods of Assessment

In year 11, learners are required to complete any outstanding non-examined assessments from the previous academic years if not submitted and sit an external exam lasting 1 hour 15 minutes in the summer exam series of year 11.

Exam

- Students are required to complete an exam lasting 1 hour 15 minutes, which will cover the theory pre-conception health and reproduction, antenatal care and preparation for birth, postnatal checks, postnatal care and the conditions for development, and childhood illnesses and a child safe environment learnt by learners over the three years. This forms 50% of their final GCSE grade awarded in Year 11.

Impact

Through Child Development our learners will demonstrate that they have made progress from their starting points and are working on becoming well rounded individuals. Learners' will demonstrate their knowledge and understanding on how to care for children from birth to five years of age through planning and demonstrating in the writing of the non-examined assessments and written exam. Discussions with learners will illustrate their ability to explain and explore their own personal beliefs and feelings towards caring for children in different contexts and environments. Throughout their learning journey, learners will enhance their culture capital, exploring ideas, concepts and developing holistically.

Learners from all key stage 4 will have multiple opportunities to participate in child development-based activities and trips locally, developing a passion for caring for children and working within this industry. This also builds a passion for learning, as well as being able to represent the school locally, regionally and nationally. Parents, students and the local community will be invited to attend and participate events, building community links, including with local feeder primary schools and private day nurseries. Professional childcare workers and industry specialists will be invited to visit the school demonstrating and sharing advanced concepts of childcare and techniques used when caring for children to raise the aspiration of learners. Learners will also have availability of experiencing baby simulators that they look after at home for a weekend to enhance their knowledge, refinement and understanding of the Child Development specification.

Learners reading, comprehension and analytical skills will significantly enhance through completion of independent research activities, completion of non-examined assessments and homework activities linked to Child Development. Learners will be reflective practitioners through meaningfully reflecting on their own performances in practical activities within lessons, including observing children and how these skills could be used in their personal development in the future. Learners have gained knowledge about keeping children safe, creating safe environments, morals, religious and cultural impacts of caring for children, enabling them to be conscious in choices relating to caring for children safely moving forwards.

Learners are able to demonstrate their application of knowledge and practical skills as well rounded individuals, influencing their choices outside of the classroom or school environment. This is achieved by utilising those skills throughout everyday life, including adulthood and passing this knowledge onto others. Learners have developed a range of soft transferable skills and academic working habits, which they use to maintain their wellbeing.

Learners are able to progress academically in continuing to study Child Development at further and higher educational facilities, including pursuing a career within the childcare or education industry if desired. Learners have recognised qualifications, local network links and applicable knowledge to support their growth and development in the local working demographic, enabling them to secure employment within their chosen field of industry.

This table outlines the key topic areas covered in **Child Development** across KS3, KS4 & KS5.

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Curriculum map - subject: Child Development

KEY-STAGE 3	TOPICS (Split up into half terms for KS3 and split into terms for KS4/5)		
Year 7	Subject not studied within key stage 3 curriculum – Links to Lifeskills Curriculum.		
Year 8	Subject not studied within key stage 3 curriculum - Links to Lifeskills Curriculum.		
KEY-STAGE 4	TOPICS (Split into terms for KS4/5)		
GCSE Y9	Introduction to Child Development Introduction to RO58 Coursework Module Choosing Essential Equipment for Children	Creating a Safe Environment for Children Nutritional Needs of Children 0-5 Years	Introduction to RO57 Exam Module Pre-Conceptive Health and Reproduction Antenatal Care and Preparation for Birth
GCSE Y10	Introduction to RO59 Coursework Module Physical, Intellectual and Social Development Stages of Play and its Benefits	Observing the development of Children 0-5 Plan and Evaluate Play Activities	Continue RO57 Exam Module Postnatal Checks, Postnatal Care and Conditions of Development Childhood Illnesses and Accidents
GCSE Y11	Revision of RO57 Exam Module Content Resubmission Window for Coursework Open	Revision for RO57 Exam Module Content	Revision for RO57 Exam Module Content

SEND PROVISION

How do we support SEND students in Child Development?

Modelling – I do, We do, You do: Students will be shown the activity visually by the teacher, by pupil demonstration, by class demonstration, then they will attempt the task in teams or independently.

Scaffolding – Students will be provided with several steps to enable them to achieve the learning aims of the lesson. These steps will be explicitly explained and when possible modelled to the whole class.

Groupings – In child development students occasionally work in groups. These groups are manipulated constantly to ensure everyone feels comfortable and able to make significant progress.

Adaptive teaching – Tasks in lessons can at times be overwhelming for students therefore we can always adapt an activity to ensure a pupil still meets the learning aim in a way that suits their style of learning, ensuring they still access the curriculum.

Literacy – Students will be provided with word banks, exemplar work including live demonstrations, peer support, teacher support and visual prompts to support their participating in the lessons and activities.

Rationale for Sequencing

Child Development's sequencing has been planned to enable learners to develop skills and acquire knowledge in a logical and repetitious way to embed the mastery of fundamental skills. The sequencing map demonstrates several threads that run from KS3 to GCSE.

For example, students will develop knowledge about safety and keeping children safe at the following moments:

Year 9: Evaluating equipment to use when caring for children and planning a safe play space to care for children to prevent accidents or harm occurring → GCSE: Apply knowledge to keeping children safe when completing an observation and write about keeping children safe within written exam linking to case studies provided.

Additionally, I aim to support students' literacy by implementing a range of written activities throughout their GCSE journey to support their ability to write coherently and fluidly at GCSE.

Year 9: Researching and evaluating equipment and environments used when caring to meet the need of the child → GCSE: Written coursework, including a comprehensive observation of a child with evaluation and completing a written examination in the summer term of year 11.

If you have any further questions about the sequencing of our curriculum, please be in touch.

Equality and Diversity in the Curriculum

The Child Development department is committed to improving the equality and diversity within the curriculum. Therefore, we have incorporated various views and opinions of caring for children held from across the world. We also work closely with learners to ensure their own cultural, preferences and observances are upheld and discussed when thinking about how to care for children, including in different environments and roles and professionals. Additionally, we look at cultures and current affairs that link to Child Development, making sure to include a vast range of representation throughout the curriculum.