

Subject: Child Development

Curriculum Staff: Miss V Simpkins and Mrs E Fillingham



Key Stage 5 - Intention Statement: "To develop the life skills of bringing up a child by applying knowledge and practical skills in child development".

Intention Overview:

Curriculum Knowledge

OCR Level 1 and 2 Cambridge National Award in Child Development

Becoming a parent is one of life's major experiences, and it is also one of life's major responsibilities. Responsibility for the well-being of a child starts before conception and this course aims to provide our students with an overview of the roles and responsibilities of parenthood alongside an understanding of reproduction and pre-conceptual, antenatal and postnatal care.

The intent of this externally examined unit (**RO18**) is to provide students with an overview of the roles and responsibilities of parenthood alongside an understanding of reproduction and pre-conceptual, antenatal and postnatal care. By completing this unit, students develop an appreciation of the importance of creating the best conditions for a child to thrive. This includes creating a child-friendly home environment, including social safety and the care, management and prevention of childhood illnesses. For unit **RO19**, the intent of this unit is allowing students to learn and investigate the different equipment and nutritional requirements of children from birth to five years. On completion of this unit, students are able to apply their knowledge and understanding, through a practical activity, to show how the needs are met to promote the well-being and development of the child. The intent for **RO20** is to allow students to investigate the developmental norms of children from birth to five years. Students develop an understanding of the impact of play on the developmental norms. On completion of this unit, students will be able to apply their knowledge and understanding, through practical activities, to show how play affects the development of individual children.

Essential Skills to Develop

Subject Specific Skills

- Communication skills
- Presentation, Numerical and Literacy skills ie. spelling, punctuation and grammar (SPaG)
- The ability to use IT to work smarter and professionally. Use of the internet, e-mails, databases, general word processing and spreadsheets.
- Referencing and research - sourcing relevant statistical and normative data.
- recall, select and apply detailed knowledge and thorough understanding of child development
- present information clearly and accurately, using a wide range of terminology
- apply relevant knowledge, understanding and skills in a range of situations to plan and carry out investigations and tasks effectively, testing their solutions, and working safely
- analyse and evaluate the evidence available, reviewing and adapting their methods where appropriate
- make reasoned judgements and substantiated conclusions
- work confidently and independently to create material which reflects thoughtful planning, skilled development and perceptive evaluation as well as actively demonstrating practical skills at a high level.

Supportive Learning Skills and Attributes

- Teamwork
- Negotiating and working with others towards a common goal.
- Following instructions and adhering to instructions, listening to the advice of others to a successful conclusion within a Child Development context.
- to demonstrate analytical and interpretation skills (of situations and/or results) and the ability to formulate valid well-argued responses
- to enable learners to evaluate and justify their decisions, choices and recommendations.

Cultural Capital (opportunities and experiences)

This Child Development course offers many opportunities to promote and embed our Academy Values of respect, community, courage and wisdom.

Respect - Respect is one of the most important virtues a child can have. Teaching a child how to respect others will ensure they develop positive relationships with their family, friends and communities throughout their life. In child development, students learn how children develop holistically - physically, intellectually, emotionally and socially through a person - centred approach, displaying tolerance and patience, being approachable, actively listening and being open minded with good manners.

Community - The child development classroom is a community within itself, allowing students to learn in a supportive and vibrant environment. A supportive learning environment is less about the physical classroom and resources (though these are important) than it is about values and relationships, where every student feels valued, included, and empowered.

Courage - Having courage helps students to persevere through personal and academic challenges, and in the process raises students self-esteem and allows them to see that they have the personal power to make courageous choices, leading them into personally satisfying and successful adult lives.

Wisdom - By allowing students to try new things, putting them 'out there' and giving them the opportunity to learn, make mistakes, reflect on experiences, doing it the hard / challenging way, will give rise to developing wisdom. Being given the opportunity to talk to people from different backgrounds and with different perspectives from their own without judgement, showing empathy of others, the wiser the student will become.

This course also offers opportunities and experiences to contribute to an understanding of:

Spiritual issues: how child development methods, principles and values support children. Spiritual well-being can be enhanced through, for example, the activities offered to develop creative abilities and respect can be shown for individuals' beliefs and how these impact on their lives; **Moral issues:** offering the opportunities to reflect on the values of care and to consider some of the dilemmas faced when dealing with children from all walks of life; **Ethical issues:** learning about rights of children and understanding the values of care, to promote protection and fair and equal treatment; **Social issues:** how child development and care can affect the quality of life experienced and how individuals' requirements are met; **Legislative issues:** the main aspects of legislation relating to child development and care: Data Protection Act, Equality Act, Health and Safety and other legislation that applies to the sector; **Economic issues:** learning about making informed decisions about the provision for children (e.g. meals, toys, development activities) and the different types of child care settings and support services that are available for use taking into consideration the implications for availability and cost; **Cultural issues:** helping learners appreciate that child development contributes to the development of our culture and to social cohesion or how learners need to show cultural awareness of children when communicating and interacting with them.

Implementation:

- Teaching and Learning of CD involves the inclusion of a range of teaching and learning strategies such as TEEP activities to match / meet the needs of specific students and groups/ Metacognition and Cognitive Sciences strategies such as dual coding, cognitive overload, challenge high achievers and spatial retrieval.
- Continual quality assurance (QA) processes, planning and marking book looks, walkabouts, lesson observations, whole school CPD, departmental CPD, PDR target setting and reviews, regular review of departmental performance i.e. DC forecasting / standardisation processes, moderation and data collection analysis of groups and individual students are other strategies implemented to aid the teaching and learning of CD in the Academy.
- **Specific methods of assessment** are used for this Level 1 and 2 Child Development qualification: observation of practice, including video or DVD recording; questioning the student; examining written evidence such as assignments, tasks, planning; examining evidence from others such as witness statements; and simulation / role play / use of relevant case studies. Other methods of assessment used are group working, supervision, use of questioning, feedback to students.

Measuring Impact:

- Regular Far Marking / completion of rigorous and accurate teacher forecasting / internal standardisation and verification and moderation processes / completion of half termly DC / Attitudes to Learning grades;
- Evidence of work : for example, written work, audio / visual recordings, digitally formatted documents, a product or photographs of the final assessment piece.
- Evidence comes from a number of sources such as : Outcomes of assignments, tasks or work-based activities – the outcome or product of a student's work (either through simulated activities, assignments, projects or real work);
- Observation of practice; Witness statements; Personal or learner statement; Simulation; Questioning the learner; and performance evidence. Students take responsibility for the development of their own portfolios and ensure their work is clearly presented, referenced and ordered to help in the assessment.

Progression / employability:

The purpose of this OCR course is to provide a vocational qualification that enables our students to reach their full potential, equip them with the knowledge and skills they need for their future, and to recognise and celebrate their achievements. The Cambridge National level 1 / 2 Child development course is designed to fit into the curriculum and to offer the same size, rigour and performance points as GCSEs for our year 12 Cohort.. This qualification is recognised by Ofqual, DfE and by 16-19 providers as progression to A Level, Further Education or on to an apprenticeship or work. It allows our Academy to use this qualification to provide students with the underpinning skills and knowledge that will enable them to choose the most appropriate progression routes for their particular needs. Progression from OCR Level 1/2 Cambridge National Certificate in Child Development to GCSE qualifications: such as • Food preparation and nutrition • Psychology. For students who want to progress to Level 3 qualifications they have the choice of various GCE qualifications which will further develop areas of their learning from Level 1/2.

Students can progress from OCR Level 1/2 Cambridge National Certificate in Child Development to other vocational qualifications. Level 2 is designed for students who have continued their education post GCSE, but they're not quite ready to move to a more demanding type of qualification. This student is quite likely to be re-sitting some of their GCSEs, for example English and maths. So, a Level 2 Cambridge National is more appropriate for them at this stage of their learning. All Level 2 Cambridge National subjects have a complementary Level 3 subject. This means that following their Level 2 students can choose to progress onto a Level 3 Cambridge Technical, or they could head straight into the world of work, or start an apprenticeship.