

Sandhill View

Child Development Curriculum Policy

Achieve Aspire Enjoy

Aim

Here at Sandhill View Academy, we aim to securely equip **all** of our students for life beyond school as successful, confident, responsible and respectful citizens. We believe that education provides the key to **social mobility** and our curriculum is designed to build strong foundations in the knowledge, understanding and skills which lead to **academic and personal success**. We want our students to **enjoy** the challenges that learning offers.

Our aims are underpinned by a culture of **high aspirations**. Through developing positive relationships, we work towards every individual having a strong belief in their own abilities so that they work hard, build resilience and **achieve** their very best.

Intent

The curriculum includes formal teaching through subject areas, internal and external assessments. We regularly review content to ensure we continue to meet our curriculum aims. The Child Development curriculum is planned to enable all students to develop **knowledge and skills** in the following areas:

- Studying Child Development offers students the opportunity to explore a wide variety of topics that underpin the skills and qualities needed for a multitude of future careers within the child care sector.
- Allow students 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 nursery nurse, primary teacher, speech and language therapist, midwife or social worker.
- Studying Child Development teaches our students about providing physical, intellectual, emotional and social support to help children aged 0-5 years live their lives through establishing milestones.
- 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.
- The course is tailored to build resilience and empathy skills by analysing real life situations.
- Not only does our course in Child Development make our students academically equipped through developing literacy but also focuses on their wellbeing through preparing them emotionally and psychologically by building their confidence, self-esteem and beliefs in their own abilities.

Throughout our programmes of study, every attempt is made to make explicit links to careers and the world of work. In addition to subject specific links, we aim to explicitly reinforce the skills and aptitudes which support employers say are important in the workplace;

- Resilience (Aiming High Staying Positive Learning from Mistakes)
- Collaboration (Teamwork Leadership Communication)
- Creativity (Originality, Problem Solving, Independent Study)

The British values of democracy, the rule of law, individual liberty, and mutual respect of those with different faiths and beliefs are taught explicitly and reinforced in the way in which the school operates.

Throughout the Child Development programme pupils are encouraged to expand their vocabulary and follow the whole school policy's of incorporating literacy into as many elements as possible. There is a range of strategies used including Frayer models for tier 2 words, smart reading and smart writing frames. Exam specific vocabulary is

encouraged at all points throughout the course to prepare them for their external exam, pupils are also familiarised with marking criteria command words to enable them to access and understand how their coursework is assessed.

Sequence and structure

Our curriculum is Key Stage 4 (years 10 - 11) Child Development is an optional subject that pupils are able to opt for at the end of years 9.

KNOW MORE: Our Key Stage 4 Curriculum includes the following areas of study:

Y10

Unit R058: This is an internal assessment that is completed internally but moderated externally and is assessed by a set assignment which is released in the June before pupils start the course. In this unit pupils will learn how to create a safe environment for children from birth to five years in childcare settings. They will need to complete independent research and choose equipment that is suitable and safe for use and will learn about children's nutrition and dietary needs which are in accordance with the yearly assignment.

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: This is an internal assessment that is completed internally but moderated externally and is assessed by a set assignment which is released in the June before pupils start the course. In this unit pupils need to understand the physical, intellectual and social developmental norms for children from one to five years and apply this to the set assignment. Pupils will also gain knowledge on different play activities and how to create plans and providing different play activities to support children in their development from 0-5 years old and apply it to the set assignment.

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.

Y11

_Unit R057: Health and well-being for child development.

This is assessed by an external written exam. In this unit pupils will learn about the importance of pre-conception health and reproduction, antenatal care and preparation for birth. They will also learn about postnatal care and the conditions in which a child can thrive and links to previous topics from the coursework elements.

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

At Key Stage 4 students in follow [OCR Cambridge technical in Child development](#).

KS 4	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Year 10	<p><u>RO58 - Create a safe environment and understand the nutritional needs of children from birth to five years</u></p> <p>In this topic area pupils will respond to the set assignment 'Scenario Title: Mini-Me Parent and Toddler Group' which will include them planning and to create a safe environment in a childcare setting and choose essential equipment for this area and consider the factors from the set assignment.</p>	<p><u>RO58 - Create a safe environment and understand the nutritional needs of children from birth to five years</u></p> <p>In this topic area pupils will respond to the set assignment 'Scenario Title: Mini-Me Parent and Toddler Group' which will include them considering the current Government dietary recommendations for healthy eating for children from birth to five years and the essential nutrients and their functions for children from birth to five years. They will then respond to the set assignment by planning a meal for a child, their age and type of meal is specified</p>	<p><u>RO58 - Create a safe environment and understand the nutritional needs of children from birth to five years</u></p> <p>In this topic area pupils will respond to the set assignment 'Scenario Title: Mini-Me Parent and Toddler Group' which will include them preparing a bottle feed for a 0-6 month old and evaluating the techniques they used and if they were successful and how to improve in the future.</p>	<p><u>RO59 - Understand the development of a child from one to five years</u></p> <p>In this topic area pupils will respond to the set assignment 'Scenario Title: Mini-Me Parent and Toddler Group' which will include them understanding the expected development norms from one to five years for the following developmental areas (PILES). They will also understand how play benefits children at different ages and stages. They will also observe a child of a specific age which is laid out in the set assignment and keep a</p>	<p><u>RO59 - Understand the development of a child from one to five years</u></p> <p>In this topic area pupils will respond to the set assignment 'Scenario Title: Mini-Me Parent and Toddler Group' which will include the types of play and how each play helps benefit the child's development. After looking at the types of play they must then plan an activity suitable for the names aged of the child in the set assignment and evaluate their plan.</p>	<p><u>RO57 - Health and well-being for child development</u></p> <p>This is an externally assessed unit which is a written exam of 1 hour and 15 minutes, which takes place in the January. This is broken down into 4 topic areas.</p> <p>Topic Area 1: Pre-conception health and reproduction</p> <p>Pupils will begin to understand the factors affecting pre-conception health for women and men and how the male and female reproductive system works and how reproduction takes place. Pupils will then understand the named contraception, how it works and what are</p>

		in the set assignment.		record of this observation.		their main advantages and disadvantages.
Year 11	<p><u>RO57 - Health and well-being for child development</u></p> <p>Topic Area 2: Antenatal care and preparation for birth</p> <p>Pupils will discover the purpose and importance of antenatal clinics and parenting classes and the role of the mothers birth partner and the importance. They must know and be able to describe the risks of screening and diagnostic tests that take place during pregnancy.</p>	<p><u>RO57 - Health and well-being for child development</u></p> <p>Topic Area 2: Antenatal care and preparation for birth</p> <p>Pupils will learn the signs that labour has started and about the different methods of pain relief available when in labour. They must also understand the differing types of assisted birth if required during labour.</p> <p>Topic Area 3: Postnatal checks, postnatal care and the conditions for development</p> <p>In this topic area pupils will understand the postnatal checks and the care of the mother and the baby after birth and how the baby develops from 0-5 years old.</p> <p>Topic Area 4: Childhood illnesses and a</p>	<p><u>RO57: External exam 10th January 2025</u></p> <p>Revision for potential resit of exam topics will be dependant on exam analysis and identified misconceptions from the previous exam using 'Active results':</p> <p>1.1 Factors affecting pre-conception health for women and men</p> <p>1.4 Male and female reproductive systems</p> <p>1.3 Types of contraception methods and their advantages and disadvantages</p> <p>1.5 How reproduction takes place</p> <p>1.6 Signs and symptoms of pregnancy</p> <p>2.1 Importance</p>	<p>Revision for potential resit of exam</p> <p>2.1 The purpose and importance of antenatal clinics</p> <p>2.2 Screening and diagnostic tests</p> <p>2.3 The purpose and importance of antenatal (parenting) classes</p> <p>2.4 The choices available for delivery</p> <p>2.5 The role of the birth partner in supporting the mother through pregnancy and birth</p>	<p>Revision for potential resit of exam</p> <p>2.6 The methods of pain relief when in labour</p> <p>2.7 The signs that labour has started</p> <p>2.8 The three stages of labour and their physiological changes</p> <p>2.9 The methods of assisted birth</p> <p>3.1 Postnatal checks</p> <p>3.2 Postnatal care of the mother and baby</p> <p>3.3 The developmental needs of children from birth to five years</p> <p>4.1 Recognise general signs and symptoms of illness in children</p> <p>4.1 Recognise general signs and symptoms of illness in children</p> <p>4.3 How to ensure a child-friendly safe environment</p>	RO57: External exam – second attempt

		child safe environment In this topic area pupils must recognise general signs and symptoms of illness in children and be able to recognise minor and serious illnesses. They must also need to understand how to make an area safe for a child and identify hazards and how to rectify them.	of antenatal classes			
--	--	--	----------------------	--	--	--

We know that students who read well achieve well. As such all subject areas are committed to providing regular opportunities to read extensively. We provide regular opportunities for students to read for pleasure and to receive small group interventions if their reading skills are lower than we would expect.

DO MORE: Milestone assessment end points –

Unit specific substantive and disciplinary knowledge and skill end points are detailed on individual schemes of learning.

Curriculum Area: Child Development				
Subject: Child Development				
Year Group	Basic (Lower Ability End Points)	Clear (Middle Ability End Points)	Detailed (Higher Ability End Points)	
10	RO58 Brief explanation of the suitability of each piece of equipment chosen considering three factors. Basic evaluation to include why equipment is selected. No rejections considered.	RO58 Sound explanation of the suitability of each piece of equipment chosen considering three factors. Sound evaluation to include why equipment is selected and others are rejected.	RO58 Comprehensive explanation of the suitability of each piece of equipment chosen considering three factors. Comprehensive evaluation to include why equipment is selected and others are rejected.	

	<p>Limited understanding of the potential accidents and why they happen in the area of the childcare setting.</p> <p>Basic justification of how to prevent accidents and create a safe environment in the area of the childcare setting.</p> <p>Brief description of how the two milk formulas meet the nutritional needs for babies from birth to six months.</p> <p>Brief description of how the meal choices meet the nutritional needs for children of the relevant age.</p> <p>Brief explanation of how the meal choices meet the government dietary recommendations..</p> <p>Produces a basic plan for preparing feed/meal..</p> <p>Demonstrates a limited understanding of: • equipment • ingredients and quantities. Few safety and hygiene practices are followed.</p> <p>Dependent on assistance to complete the practical task.</p> <p>Basic evaluation of strengths and weaknesses of planning and preparation of feed/meal.</p>	<p>Adequate understanding of the potential accidents and why they happen in the area of the childcare setting.</p> <p>Sound justification of how to prevent accidents and create a safe environment in the area of the childcare setting.</p> <p>Sound description of how the two milk formulas meet the nutritional needs for babies from birth to six months.</p> <p>Sound description of how the meal choices meet the nutritional needs for children of the relevant age.</p> <p>Sound explanation of how the meal choices meet the government dietary recommendations</p> <p>Produces a sound plan for preparing feed/meal</p> <p>Demonstrates a partial understanding of: • equipment • ingredients and quantities.</p> <p>. Some safety and hygiene practices are followed.</p> <p>Assisted to complete the practical task.</p> <p>Sound evaluation of strengths and weaknesses of planning and preparation of feed/meal.</p>	<p>Comprehensive understanding of the potential accidents and why they happen in the area of the childcare setting.</p> <p>Comprehensive justification of how to prevent accidents and create a safe environment in the area of the childcare setting.</p> <p>Comprehensive description of how the two milk formulas meet the nutritional needs for babies from birth to six months.</p> <p>Comprehensive description of how the meal choices meet the nutritional needs for children of the relevant age.</p> <p>Comprehensive explanation of how the meal choices meet the government dietary recommendations.</p> <p>Produces a comprehensive plan for preparing feed/meal.</p> <p>Demonstrates full understanding of: • equipment • ingredients and quantities.</p> <p>All safety and hygiene practices are followed.</p> <p>Independently completed the practical task.</p> <p>Comprehensive evaluation of strengths and weaknesses of</p>
--	---	---	--

	<p>Limited suggestions for improvements or changes.</p> <p><u>RO59</u></p> <p>Brief explanation of the physical, intellectual and social development norms for the age of the child being observed. Basic examples given.</p> <p>Brief explanation of the suitability of the observation method chosen. Produces a record of an observation that gives limited detail about the development of the child.</p> <p>Identifies the stage of development the child has reached with a brief explanation of the comparisons to the expected developmental norms.</p> <p>Basic examples given for the comparisons.</p> <p>Brief explanation of the suitability of the chosen play activity considering: • Area of development • The stage and type of play • The benefits to the child.</p> <p>Produces a basic plan for play activity.</p> <p>Demonstrates a limited understanding of: • Developmental area covered • Aim of the activity • Description of the activity • Timing for the activity • Safety considerations • Resources needed • How the</p>	<p>Adequate suggestions for improvements or changes.</p> <p><u>RO59</u></p> <p>Adequate explanation of the physical, intellectual and social development norms for the age of the child being observed.</p> <p>Sound examples given.</p> <p>Sound explanation of the suitability of the observation method chosen.</p> <p>Produces a record of an observation that gives sound detail about the development of the child.</p> <p>. Identifies the stage of development the child has reached with a sound explanation of the comparisons to the expected developmental norms.</p> <p>Sound examples given for the comparisons.</p> <p>Sound explanation of the suitability of the chosen play activity considering: • Area of development • The stage and type of play • The benefits to the child.</p> <p>Produces a sound plan for play activity.</p> <p>Demonstrates a partial understanding of: • Developmental area covered • Aim of the activity • Description of the activity • Timing for the activity • Safety considerations • Resources needed • How the activity will be introduced to the child</p> <p>Consideration of aims being clear and relevant is sound.</p>	<p>planning and preparation of feed/ meal.</p> <p>Detailed suggestions for improvements or changes.</p> <p><u>Ro59</u></p> <p>Comprehensive explanation of the physical, intellectual and social development norms for the age of the child being observed.</p> <p>Detailed examples given.</p> <p>Comprehensive explanation of the suitability of the observation method chosen.</p> <p>Produces a record of an observation that gives comprehensive detail about the development of the child.</p> <p>Identifies the stage of development the child has reached with a comprehensive explanation of the comparisons to the expected developmental norms.</p> <p>Detailed examples given for the comparisons</p> <p>Comprehensive explanation of the suitability of the chosen play activity considering: • Area of development • The stage and type of play • The benefits to the child.</p> <p>Produces a comprehensive plan for play activity.</p> <p>Demonstrates a full understanding of: • Developmental area covered • Aim of the activity • Description of the activity • Timing for the activity • Safety considerations • Resources needed • How the activity will be introduced to the child</p>
--	--	---	---

	<p>activity will be introduced to the child</p> <p>Consideration of aims being clear and relevant is basic.</p> <p>Basic evaluation of the areas of success, strength and weakness of the planned play activity.</p> <p>Limited suggestions for changes or recommendations for improvements.</p> <p>Limited use of findings from feedback and self-reflection..</p>	<p>Sound evaluation of the areas of success, strength and weakness of the planned play activity.</p> <p>Adequate suggestions for changes or recommendations for improvements.</p> <p>Partial use of findings from feedback and self-reflection.</p>	<p>Consideration of aims being clear and relevant is comprehensive..</p> <p>Comprehensive evaluation of the areas of success, strength and weakness of the planned play activity.</p> <p>Detailed suggestions for changes or recommendations for improvements.</p> <p>Full use of findings from feedback and self-reflection</p>
11	<p><u>R057</u></p> <p>Brief explanation of the 5 factors that can affect the decision to have children.</p> <p>Brief explanation of the 5 factors that affect pre-conception health.</p> <p>Label the main structures of the male and female reproductive system with basic functions.</p> <p>Limited knowledge of the different types of contraception and the advantages and disadvantages.</p>	<p><u>R057</u></p> <p>Adequate explanation of the 5 factors that can affect the decision to have children.</p> <p>Adequate explanation of the 5 factors which can affect pre-conception health.</p> <p>Label the main structures of the male and female reproductive system including adequate descriptions of the functions.</p> <p>Adequate knowledge of the different types of contraception and the advantages and disadvantages.</p>	<p><u>R057</u></p> <p>Comprehensive explanation of the 5 factors that can affect the decision to have children.</p> <p>Comprehensive explanation of the 5 factors which can affect pre-conception health.</p> <p>Label the main structures of the male and female reproductive system including comprehensive descriptions of the functions.</p> <p>Comprehensive knowledge of the different types of contraception and the advantages and disadvantages.</p>

	Limited understanding of the how humans reproduce.	Adequate understanding of the how humans reproduce.	Comprehensive understanding of the how humans reproduce.
	Limited knowledge of the roles of health professionals involved in the pregnancy process.	Adequate knowledge of the roles of health professionals involved in the pregnancy process.	Comprehensive knowledge of the roles of health professionals involved in the pregnancy process.
	Limited knowledge of the checks and tests involved in the pregnancy process.	Adequate knowledge of the checks and tests involved in the pregnancy process.	Comprehensive knowledge of the checks and tests involved in the pregnancy process.
	Limited knowledge of the choices available for delivery.	Adequate knowledge of the choices available for delivery.	Comprehensive knowledge of the choices available for delivery.
	Limited knowledge of the methods of pain relief and signs of labour	Adequate knowledge of the methods of pain relief and signs of labour	Comprehensive knowledge of the methods of pain relief and signs of labour
	Limited knowledge of the three stages of labour and their physiological changes	Adequate knowledge of the three stages of labour and their physiological changes	Comprehensive knowledge of the three stages of labour and their physiological changes
	Limited knowledge of the methods of assisted birth	Adequate knowledge of the methods of assisted birth	Comprehensive knowledge of the methods of assisted birth
	Limited knowledge of the postnatal checks and care	Adequate knowledge of the postnatal checks and care	Comprehensive knowledge of the postnatal checks and care
	Limited knowledge of how to keep a child friendly environment	Adequate knowledge of how to keep a child friendly environment	Comprehensive knowledge of how to keep a child friendly environment

GO FURTHER: Skills Builder

We are also explicitly embedding transferable 'Skills Builder' skills such as problem solving, aiming high and teamwork to prepare our students for higher education and employability skills for the future. This year in PE we will focus on **LEADERSHIP** including self development, team development, strategic thinking and innovation. Through

this we aim to create a climate of Supporting, encouraging and developing others to achieve a shared goal. We also aim to develop **PROBLEM SOLVING** which focuses on how to solve problems, recognising that while part of Problem Solving is technical know-how and experience, there are also transferable tools that individuals can develop and use. Finally **STAYING POSITIVE** in which students will develop to manage their emotions effectively and being able to remain motivated as well as motivating others, even when facing setbacks

How does our Curriculum cater for students with SEND?

Sandhill View is an inclusive academy where every child is valued and respected. We are committed to the inclusion, progress and independence of all our students, including those with SEN. We work to support our students to make progress in their learning, their emotional and social development and their independence. We actively work to support the learning and needs of all members of our community.

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made that is additional to or different from that made generally for other children or young people of the same age. (CoP 2015, p16)

Teachers are responsible for the progress of ALL students in their class and high-quality teaching is carefully planned; this is the first step in supporting students who may have SEND. All students are challenged to do their very best and all students at the Academy are expected to make at least good progress.

Specific approaches which are used within the curriculum areas include:

- 1:1 support with practical tasks e.g. LSA within lessons to allow students to access controlled assessment and exam content
- Resources adapted to accommodate a range of SEND needs
- Seating plans to allow for peer/teacher support
- A range of learning roles used to embed understanding e.g. practical participant, role play taking the role of health care practitioners
- Differentiated and feedback tasks outlined clearly on the board or in teaching resources and linked to assessment criteria at KS4.
- Group work and discussion tasks to develop confidence in leadership and ownership of learning
- Work is always uploaded onto teams in order for both students and parents to work outside of the lesson

How does our curriculum cater for disadvantaged students and those from minority groups?

As a school serving an area with high levels of deprivation, we work tirelessly to raise the attainment for all students and to close any gaps that exist due to social contexts. The deliberate allocation of funding and resources has ensured that attainment gaps are closing in our drive to ensure that all pupils are equally successful when they leave the Academy. More specifically within the teaching of Child Development we;

- Offer visits into work placements within year 10 in the child development sector including links with Little Angel's nursery on site and local feeder primary schools.
- Targeted support for under-performing students completed on a 6 weekly cycling following data capture.
- Intervention available throughout the week – Tuesday and Thursday lunch and after school.
- Due to accessing funding for disadvantaged students we ensure all these students are equipped with a pack to promote resilience, pride and independence in their work.
- Our results have shown a limited gap in attainment for disadvantaged students in comparison to those that are not.

How do we make sure that our curriculum is implemented effectively?

Staff have regular access to professional development/training to ensure that curriculum requirements are met. Curriculum resources are selected carefully and reviewed regularly.

The subject leader's monitoring is validated by senior leaders.

Staff have regular access to professional development/training to ensure that curriculum requirements are met. Staff also work in [partnership to share good practice within the trust as well as networking in the local area.

Effective assessment informs staff about areas in which interventions are required. These interventions are delivered during curriculum time to enhance pupils' capacity to access the full curriculum.

Curriculum resources are selected carefully and reviewed regularly.

Assessments are designed thoughtfully to assess student progress and also to shape future learning.

Assessments are checked for reliability within departments and across the Trust.

How do we make sure our curriculum is having the desired impact?

- Examination results analysis and evaluation, reported to the senior leaders and the local governing body to ensure challenge
- Termly assessments-analysis and evaluation meetings
- Lesson observations
- Learning walks
- Book scrutiny
- Regular feedback from Teaching Staff during department meetings
- Regular feedback from Middle Leaders during curriculum meetings
- Pupil surveys
- Parental feedback
- External reviews and evaluations