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Subject Intent:

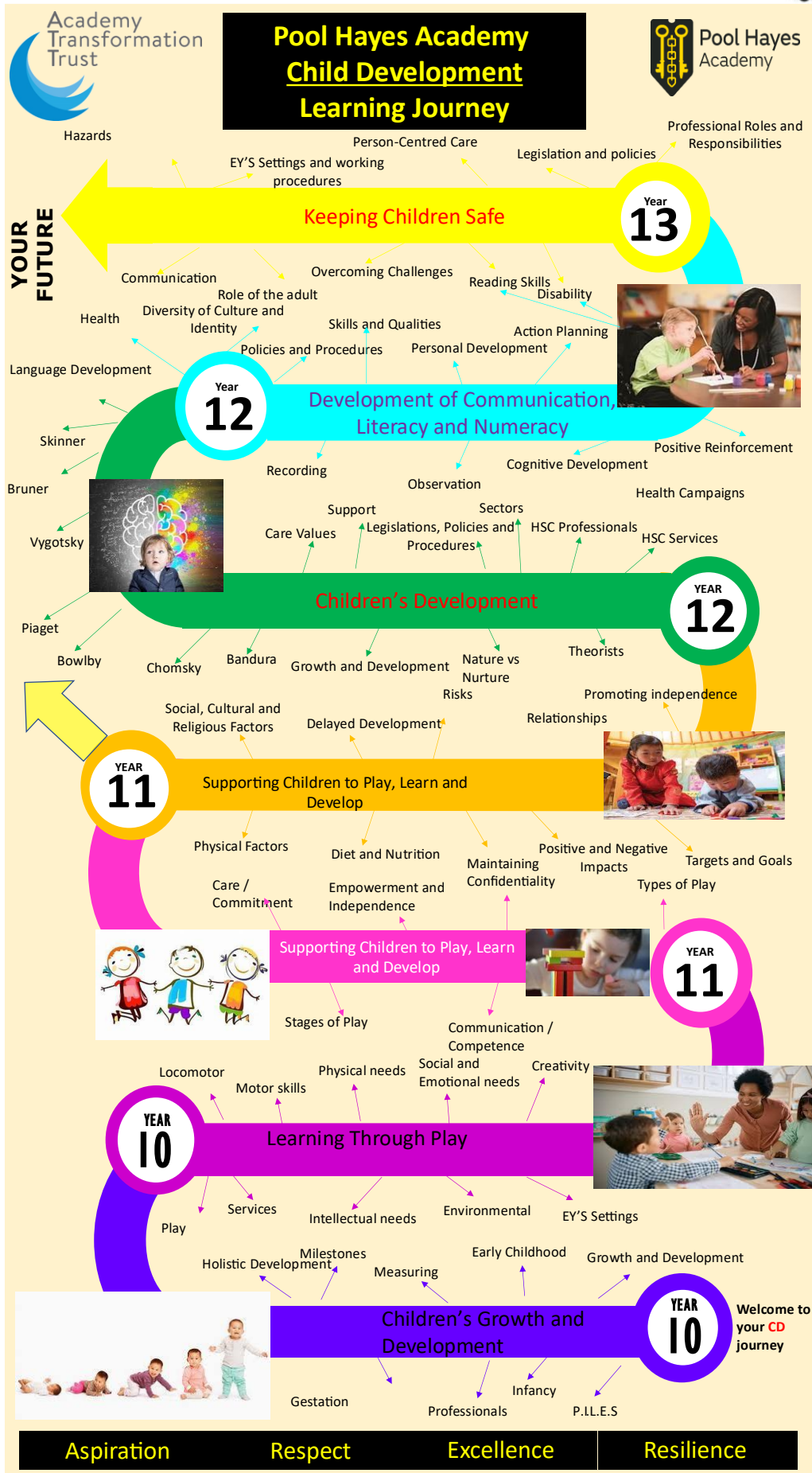
At Pool Hayes Academy our curriculum:

The Child Development curriculum at Key Stage 4 is designed to give students a deep and practical understanding of the physical, intellectual, emotional and social development of children from conception to five years old. It aims to develop learners' knowledge of how children grow, learn and are cared for, while also preparing them for further study and careers in early years, health, education, or social care sectors.

Our intent is to:

- Provide students with a clear understanding of the key factors that influence child development, including health, nutrition, family dynamics and safeguarding.
- Develop knowledge of how to support children's learning and development through play, structured activities, and a stimulating environment.
- Introduce practical skills through coursework that includes planning, implementing and evaluating activities for young children.
- Foster an appreciation of the responsibilities and challenges involved in parenting and caring for children.
- Equip students with critical thinking, reflection, and problem-solving skills by applying knowledge to real-life scenarios and case studies.
- Promote core values such as empathy, responsibility, and professionalism, essential for working with children and families.

By the end of the course, students will have a foundational understanding of early years development and the confidence to progress to further qualifications, such as Level 3 Childcare, Health and Social Care, or apprenticeships in early years education



Links to curriculum map:

(LINK)

Assessment outline:

Formative assessment is a type of assessment used throughout the learning process to monitor student progress and provide feedback, aiming to improve both teaching and learning. It's not about assigning grades, but about helping students understand their strengths and weaknesses and how they can improve.

Summative assessments are evaluations conducted at the end of a learning period, such as a unit, course, or program, to assess a student's overall understanding and achievement. They are designed to gauge what a student has learned and whether they have met specific learning objectives.

Formative:

- Cold-calling in lessons
- Mini-whiteboard tasks
- Peer assessment
- Self-assessment
- Debate
- Quizzes

Summative:

- Coursework
- Pearson Set Assignments

Trips that are used to support the curriculum:

Birmingham Children's Hospital- Paediatric First Aid course. Ward visits. Support within hospital educational centre.

Extra-curricular activities:

50 hours work experience

What we are proud of:

Student Pledge

The Child Development curriculum empowers students with both academic knowledge and real-world understanding of child growth and care. Our learners consistently demonstrate maturity, compassion, and a deep sense of responsibility when exploring the physical, intellectual, emotional and social development of children from birth to five years.

We take pride in:

- **High levels of student engagement** through practical coursework tasks that allow learners to design and evaluate activities tailored to children's needs.
- **Strong understanding of child development theory** and its application in real-life contexts, including how family, health and environment influence a child's growth.
- **Empathetic and reflective learners** who develop a genuine interest in supporting the wellbeing and learning of young children.
- **Consistent success in coursework completion**, with students showing strong organisational and planning skills in their research and activity design.
- **Positive progression routes**, with many of our students going on to study Level 3 qualifications in Childcare, Health and Social Care, Psychology or pursuing apprenticeships in early years settings.
- **A supportive and inclusive learning environment** where students learn about the importance of safeguarding, diversity, and meeting individual needs in childcare.

Our students leave this course not only with a qualification but with a clear sense of purpose and confidence to pursue future careers in early years education, midwifery, nursing, teaching, or social work.