

# Child Development

## Curriculum Overview

### Introduction

This document outlines the curriculum and key considerations including:

- Aims and purpose
- Alignment with the whole school provision and curriculum intent
- A summary programme of study which includes sequencing of taught content

We use the National Curriculum as our statutory foundation and broadly share its principles and aims including:

- 'To provide pupils with an introduction to the essential knowledge that they need to be educated citizens. To introduce pupils to the best that has been thought and said; and help engender an appreciation of human creativity and achievement'.
- To prepare students to be confident in themselves, to have a fulfilled and successful life beyond our school – one where they contribute positively to society.
- Our statutory curriculum is just one element in the education of every child. There is time and space in the school day and in each week, term and year to range beyond statutory specifications.
- Provision of a framework of core knowledge around which teachers can develop exciting and stimulating lessons to promote the development of pupils' knowledge, understanding and skills as part of the wider school curriculum.
- The wider school curriculum includes an extensive range of opportunities and activities that are routinely available to students, are inclusive and reflect our diverse community.

### Numeracy and literacy

Teachers should take opportunities to develop pupils' mathematical fluency, spoken language, reading, writing and vocabulary within their specific discipline and in line with the expectations laid out in our school curriculum statement.

### Purpose of study

Child Development is an engaging and practical subject that provides students with an understanding of the factors that influence the development of children from pre-conception to early childhood.

Students learn about the importance of health and wellbeing for both parent and child, how children develop through key developmental stages, and how activities can support children's learning and development. The course encourages students to consider the needs of children and families, developing empathy, responsibility and an understanding of safeguarding and care.



Through the course, students develop transferable skills including research, planning, communication, evaluation and problem solving. These skills support progression into further education, apprenticeships and careers within childcare, education, health and social care, and early years professions.

### **Curriculum Aims**

The Child Development curriculum aims to:

The Child Development curriculum aims to develop students' understanding of child development from pre-conception to five years of age while enabling them to recognise the importance of health, wellbeing and safe environments for young children. Through the course, learners build knowledge of the factors that influence children's growth, development and learning, and develop the ability to plan activities that support developmental needs. The curriculum also encourages students to become empathetic, responsible and reflective when considering the needs of children and families. Alongside subject knowledge, learners develop research, analytical and evaluation skills through both coursework and exam preparation, preparing them for further study and potential careers in childcare, education and health-related sectors.

### **Building on prior learning**

Students begin the course with a general understanding of health, wellbeing and human development gained through their previous learning. However, most students have limited prior knowledge of the specific stages of child development, parenting responsibilities and early years care practices.

The course therefore begins by introducing key terminology and fundamental concepts relating to pre-conception health, pregnancy and early childhood development, ensuring all students develop a secure foundation before progressing to more detailed study.

### **What are the knowledge/skills gaps?**

As the subject is often new to many students, some common gaps in skills and understanding may include limited knowledge of human development in early childhood, including how children grow, learn and develop from pre-conception through to early years. Students may also have a limited understanding of pregnancy, birth and early childcare, as well as the roles of parents, carers and professionals involved in supporting young children.

Some learners may lack awareness of the importance of health, nutrition and safety for babies and young children, including how safe environments are created and maintained. There may also be gaps in understanding how lifestyle choices and environmental factors can influence the health and development of both parent and child.

In terms of academic skills, students may need support in developing research, analysis and evaluation skills, particularly when interpreting case studies or applying theoretical knowledge to real-life scenarios. Some learners may also require guidance in structuring written responses, especially when answering extended questions or explaining developmental concepts clearly.

### **Curriculum Structure**

The course consists of three units which are delivered across Year 10 and Year 11.

R057 – Health and well-being for child development (Exam Unit)

Students develop knowledge of factors that affect the health and wellbeing of both parent and child, including pre-conception health, pregnancy, birth and postnatal care.

R058 – Create a safe environment and understand the nutritional needs of children (Coursework Unit)

Students learn how to create safe environments for children and understand the importance of nutrition in supporting healthy development. They apply this knowledge through practical coursework tasks.

R059 – Understand the development of a child from one to five years (Coursework Unit)

Students explore the physical, intellectual and social development of children and learn how activities can support learning and development in early childhood.

### **Key subject skills**

<b>AO1 (exam unit)</b>	<b>AO2</b>	<b>AO3</b>	<b>AO4 (NEA unit)</b>
Recall knowledge and understanding	Apply knowledge and understanding	Analyse and evaluate knowledge, understanding and performance	Demonstrate and apply skills and processes relevant to the subject area

### **Assessment**

Assessment of skills and knowledge of all years at the start of the year informs planning and teaching and learning, this establishes individual starting points. Capability is assessed through a mastery of: knowledge and understanding, designing and making and the development of informed attitudes and opinions.

Formative assessment is used throughout the year to check learners' knowledge and understanding, using feedback techniques including exit tickets and end of topic quizzes and individual verbal feedback. Summative assessment is calendared at curriculum end points within each academic year and is conducted more formally.

### **Vocabulary**

Having a rich, ambitious, broad vocabulary is vital for learners to succeed, both in school and throughout their lives. Tier 1 vocabulary is the simplest. These are the words we use in everyday conversation, such as “put”, “get”, “walk”, etc. Tier 2 vocabulary are challenging, ambitious words that don't usually crop up in day-to-day conversation. These are the words that allow learners to access academic texts, such as high-level literature, newspaper articles and exam papers.

Tier 3 vocabulary is the subject-specific vocabulary of a particular discipline. These are words that are uncommon outside of the context of a specific subject and enable learners to communicate effectively within the subject. At Winifred Holtby Academy, tier 3 vocabulary is explicitly taught across our school curriculum and is mapped within the schemes of learning.

	Autumn term	Spring term	Summer term
Knowledge	<p>Students begin the course by developing an understanding of how to create safe environments for children from birth to five years. Learners explore potential hazards within the home and childcare settings and learn how risks can be reduced through supervision, safety equipment and appropriate adult responsibilities.</p> <p>Students study common accidents that occur with young children and investigate ways these can be prevented. They also develop knowledge of the roles and responsibilities of adults in maintaining safe environments for children.</p> <p>Alongside safety, students begin to explore the nutritional needs of babies and young children. They learn about balanced diets, appropriate portion sizes, and how</p>	<p>Students move on to studying the health and wellbeing of both parent and child from pre-conception through to postnatal care. They learn about factors that influence the ability to conceive, including lifestyle choices, health conditions and genetic factors.</p> <p>Students develop knowledge of the development of the embryo and foetus during pregnancy, as well as the importance of antenatal care and the role of healthcare professionals in supporting pregnancy. The impact of lifestyle factors such as diet, smoking, alcohol and drugs on the developing baby is also explored.</p> <p>The term concludes with an understanding of the birth process and postnatal care, including the needs of both the newborn baby and the parent.</p>	<p>Students consolidate their understanding of health and wellbeing in preparation for future assessment. They explore the importance of postnatal checks, bonding and attachment between parent and baby, and the ongoing care required in the early stages of life.</p> <p>During this term students develop examination skills by applying their knowledge to case studies and structured exam-style questions. Retrieval practice and revision activities help to reinforce key concepts that will be assessed in the external examination.</p>

	<p>nutrition supports healthy growth and development. Students also explore the importance of hygiene when preparing and storing food for children.</p>		
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Year 11

	Autumn	Spring	Summer
<p>Knowledge</p>	<p>Students begin Year 11 by studying the developmental stages of children aged one to five years. They learn about the key milestones in physical, intellectual and social development and how these influence the overall wellbeing of a child.</p> <p>Students explore factors that can affect development, including environment, health, family circumstances and opportunities for play and learning. They also examine how early years practitioners and caregivers support development through structured activities and play-based learning.</p> <p>Learners develop the ability to plan developmentally appropriate activities that support children’s growth and learning. They apply their knowledge by analysing how different activities support specific areas of development.</p>	<p>Students complete and refine coursework requirements linked to the coursework units. They review their work, respond to feedback and ensure their evidence demonstrates a clear understanding of child development, safety and nutrition.</p> <p>During this period students also revisit key concepts from across the course to strengthen their overall understanding of the subject.</p>	<p>Students focus on preparing for the external examination for Unit R057: Health and Well-being for Child Development. Revision includes retrieval practice, exam-style questions and structured revision activities that reinforce knowledge of pregnancy, childbirth, postnatal care and factors affecting health and wellbeing.</p> <p>Students practise applying their knowledge to exam scenarios and case studies, developing confidence in answering extended-response questions before completing their final examination.</p>

