



Willingdon

COMMUNITY SCHOOL

"Unlocking the potential of tomorrow's care givers"

"Thank you to the staff who have made the Child Care lessons so engaging and practical. The exciting activities my daughter has participated in while learning about the responsibility and parenting of a child has meant she has thoroughly enjoyed the lessons – the flour baby project was definitely her favourite"



CURRICULUM BOOKLET

Child Development and Care in the Early Years

Sept 2025

Our School

Curriculum Vision

To provide a curriculum fit for our students' future, building on the successes of their past (ready for post 16 and life). This allows our students to be safe, happy, well informed global citizens who have experienced a five - year progressive and dynamic curriculum where they have the opportunity to aspire and achieve their fullest potential. This will embody the school's values of 'Personal Excellence' through a broad and balanced curriculum, which is inclusive and reflective of our local needs.

Subject Vision

We believe that Child Care, Physical Education and Dance are essential parts of a student's learning journey. They promote lifelong engagement in physical activity, sport, and wellbeing. Young people learn to be creative and to develop their confidence to be the best versions of themselves.

As a department we aim to provide all students with a high quality and broad curriculum that not only provides active participation but challenges all students regardless of ability and supports the whole school Personal Excellence ethos. Students are given opportunity to lead and officiate as well as compete and perform.

We are committed to providing an environment where students can work outside of their comfort zone to gain cultural capital through extracurricular clubs and experiences. Our department fosters holistic development where students can utilize an understanding of teamwork, determination, resilience, fairness, respect and boost their confidence and self-esteem.



Key Concepts

Students are guided through the development of a child from birth to age 5. They will explore the science and theory behind the child's behaviours and milestones, as well as learn the factors that can effect their development in the real world. Students will have the opportunity to be creative, responsible and learn what a career as an early years worker could be like – as well as becoming a parent.

Study at Key Stage 3

Although the Child Development and Care course starts in Key Stage 4, a number of subjects within the Willingdon Key Stage 3 curriculum will contribute to student's success.

During Science students learn about human biology, this begins to explore the journey of pregnancy through to birth. Students will also learn basics about the human body, such as the structure and functions of different body systems.

In Maths students develop their understanding of the metric system of measurements, these units are used within the course. Students will also gain experience of working with data as well as reading graphs and charts.

In English students will develop their reading and writing skills which will be required during their NEA. In the lessons students will be required to read information, listen and understand content and make relevant notes. These are all skills developed through Key Stage 3 English.



Key Stage 4 - Programme of Study

A high- quality Child Development curriculum will inspire learners to focus around the study of child care in an early years setting aged between 0-5.

There are 9 content areas for students to study before completing the NEA (non– exam assessment) and the written exam during Year 11.

Content area 1 = Child Development

Content area 2 = Factors that effect a child's development

Content area 3 = Care routines, play and activities

Content area 4 = Early years provision

Content area 5 = Legislation

Content area 6 = Expectations of an early years practitioner

Content area 7 = Roles and responsibilities

Content area 8 = The importance of observations

Content area 9 = Mock NEA

Assessment

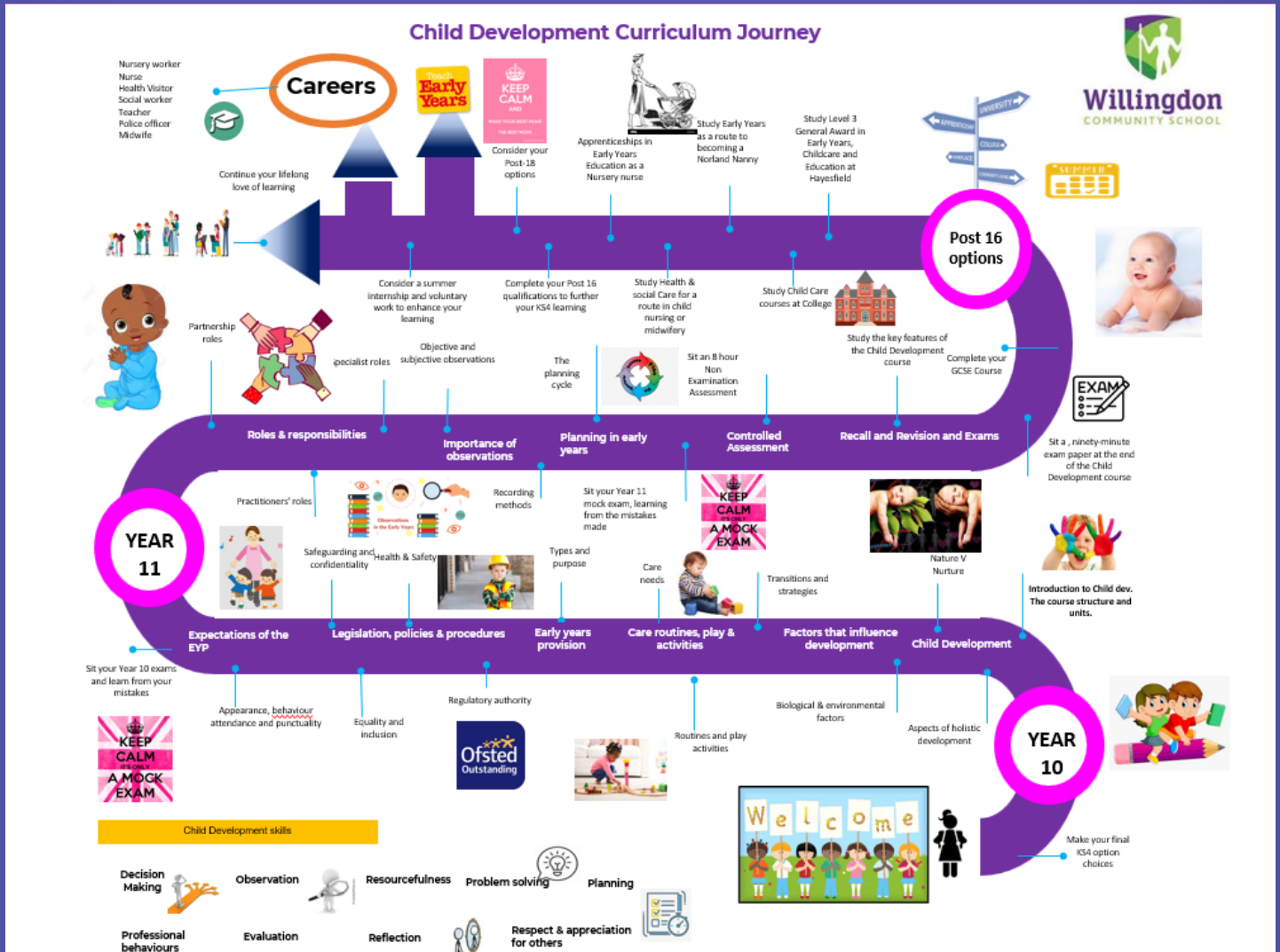
Written exam = 50% of the final grade. 1 hour 30 minutes– externally marked.

NEA = 50% of the final grade. 14 hours (plus 2 hours preparation time). Internally marked with external moderation.

The aim of the NEA is to provide learners with the opportunity to independently apply an appropriate selection of knowledge, understanding, skills and techniques, developed through the full course of study, in response to a real-world situation, to enable them to demonstrate an integrated connection and coherence between the different elements of the study they have done.



Learning Journey



British Values

Democracy

- Students are taught about the need for different roles and different responsibilities.
- A student voice for Child Care to ensure the curriculum is engaging.
- Students know how to behave in Child Care in a way that is acceptable socially.
- Students understand and accept the different roles when working in an early years setting.
- Students can work individually and in teams and make informed choices.

The Rule of Law

- Students are taught about fairness and respect, through a variety of topic areas.
- Students learn to work individually and in groups.
- An established ethos in Child Care with regard to how to support one another.



Individual Liberty

- Child Care recognises individual differences.
- There is an ethos where the views of individual students are listened to and respected within an acceptable framework.
- Students respect individual differences and are confident to express their opinions and respect others' views.
- Students are able to make judgements about their own and others' work.
- Students feel safe in curricular and extracurricular activities and during off site visits.

Mutual Respect and Tolerance

- Students are taught about historical, cultural and religious differences.
- The culture in Child Care respects cultural differences.
- Students are taught about the environment and different activity contexts.
- There are appropriate rewards and sanctions in Child Care for inappropriate behaviour.

SMSC

SMSC is embedded in the Child Care curriculum at Willingdon Community School. Students learn a lot about themselves socially when exposed to challenging and changing situations that they have not been exposed to previously at KS3. These situations occur in lessons, particularly during discussions and when learning new material. Students undertake the role of an Early Years Practitioner, and develop their knowledge and understanding of how they are trained to think, behave and manage situations depending on the ever-changing circumstances.

Students develop their morals and attitudes by learning about the developmental stages of children and young people. They study cases surrounding safeguarding and welfare as well as the usual patterns of development and milestones.

Students work in a variety of groupings and are respectful of others' opinions as part of their criteria for success. They develop the ability to be compassionate and caring towards others feelings and emotions.

Literacy in Child Development and Care

Child Development will allow students to revisit and build upon their literacy through both forms of assessment. Students will be introduced and exposed to key words and terminology that will increase their vocabulary, which will prepare them for working with young children.

Learners are encouraged to discuss their ideas and opinions in a range of situations whilst challenging each other through the use of critical feedback.

Numeracy in Child Development and Care

Throughout the course students will have the opportunity to utilise their numeracy skills in lessons and within their assessment pieces. An example of this is when planning and preparing snacks for early years settings. Students will need to understand how to measure ingredients and prepare meals.

Students will learn about specific milestones in a child's development and will need to understand data against these benchmarks. An example of this is when students will compare different weights of babies against numeric data, they will be expected to analyse this data against health care recommendations.

Broadening horizons in Child Development and Care

Students will be given the opportunity to participate in additional tasks that support their learning and understanding within the course. Students are asked to create and give care to a flour baby, and apple babies. Students will carry out live observations on babies and toddlers and to prepare meals and snack menus in our DT room.

Students are given the opportunity to undertake relevant work experience in this sector during their work experience week in Year 10. This allows them to get a real-life experience in different roles within the early years sector.

Careers

Early years worker, social worker, child psychologist, counsellor, family support worker, play therapist, education, teaching assistant, child minder, nurse practitioner, paediatrician, speech and language therapist, midwife - just to name a few!

Raising aspirations in Child Development and Care

By exposing students to new experiences within the curriculum we aim to increase their confidence, self-esteem and motivation.

We aim to enable students to gain further understanding of the potential career opportunities available to them post 16, these may include;

Level 3 courses, such as the Childcare and Education at local providers. Education and Childcare, such as early years educators and teaching assistants, Primary teaching, Midwifery, Health and social care, Health Science, Paediatric nursing