



Health and Social Care BTEC: Developing Cultural Capital, Diversity and Equality

Cultural capital is the accumulation of knowledge, behaviours, and skills that a student can draw upon and which demonstrates their cultural awareness, knowledge, and competence; it is one of the key ingredients a student will draw upon to be successful in a diverse society, their career and the world of work. In the Sixth Form, we aim to build our student aspirations and expose them to a range of experiences to help them achieve goals and become successful individuals who understand and support diversity and equality.

We recognise that for students to aspire and be successful academically and in the wider areas of their lives, they need to be given diverse, rich, and sustained opportunities to develop their cultural capital. We do this in many ways, for example, through our curriculum, extra-curricular activities, trips and visits, careers activities, and PSHE/RSE programme.

There are nine key realms to cultural capital in the Sixth Form at Samuel Whitbread Academy:

Cultural Capital
provides health,
well-being and
growth



Cultural Capital
lets us share our
histories, our memories,
the people, the places
and the things that
matter to us.



Cultural Capital
creates the curiosity and
confidence to make
connections between
the past, the present and
the future.



Cultural Capital
sparks generations of
innovators.



Cultural Capital
is to be found locally,
nationally, globally -
everywhere.



Cultural Capital
nurtures inclusive
communities.





Cultural Capital
enriches today and
inspires tomorrow.



Cultural Capital
is ours to discover,
ours to create,
ours to share.



Cultural Capital
belongs to me,
belongs to you,
belongs to us all.



These nine realms can be broken down further into the following sub-categories: **Personal development, Social development (including political and current affairs awareness), physical development, spiritual development, moral development, and cultural development.**

What is now outlined are the key areas of both academic and enrichment that take place within and outside of this course area to enhance and develop these diverse elements of cultural capital:

Personal Development:

Personal development consists of activities that develop a person's capabilities and potential, build human capital, facilitate employability, and enhance the quality of life and the realisation of dreams and aspirations.

Element of the curriculum and/or enrichment
We promote employability during both the content of the specification and through guest speakers. We look at what is required and what students need to do to progress their skills, capabilities and potential to be employable in the health and social care sector.



Social Development:

The process by which a child learns to interact with others around them. As they develop and perceive their own individuality within their community, they also gain skills to communicate with other people and process their actions.

Element of the curriculum and/or enrichment

Unit 1 Human lifespan development

Throughout this unit students are taught about all the areas of social development at each life stage (infancy, childhood, adolescence, early, middle and later adulthood) and how it varies between each life stage and how different factors may impact this. We look at how factors such as upbringing, education and illness may impact this area of development both positively and negatively.

Unit 5 Meeting Individual Care and Support Needs

As part of a Unit 5 content, students explore different topics related to the needs of an individual and the importance of providing personalised care. The students are given the opportunity to read four different case studies provided by the exam board, where they then have a choice of selecting the two case studies they are most interested in. We explore leadership skills through participation of debates, group work and student led discussions.

Unit 14 Physiological Disorders and their Care

During unit 14 we look at and research how people's social development may be affected due to a medical condition whether that be diabetes, cancer or cardiovascular disease.

In lesson

We constantly encourage social development by students working with different peers and building different relationships, communication with guest speakers or presenting their research to the class.



Physical Development:

These are the major motor or physical achievements a student enhances and develops. Physical development is a vital part of growing up as students learn to master control of their body

Element of the curriculum and/or enrichment

Unit 1 Human lifespan development

Throughout this unit students are taught about all the areas of physical development at each life stage, we look at milestones and centile charts and how each individual will go through the same stages of milestones but at different rates. We look at individuals fine and gross motor skills, puberty and the menopause, and how these life events impact a persons physical development. We brainstorm how different factors such as diet, hygiene etc may impact this and how whether that be positively and negatively.

Unit 2 Working in Health and social Care

A part of this unit is to look at how different health and social care professionals provide different services to help aid someone's physical development i.e. how a physiotherapist will provide an exercise programme to help a person be more independent after surgery, or an Occupational Therapist will provide aids and adaptations to enable a person to cook for themselves.

Unit 5 Meeting Individual Care and Support Needs

We discuss the needs of individuals and how professionals can support them in everyday practice. We look at care plans as well as generic health care within different settings e.g. domiciliary and residential. We also educate students about the signs and symbols to ensure society caters for all and promote inclusion for all.

Unit 14 Physiological Disorders and their Care

During this unit students research two different medical conditions and the signs and symptoms due to this condition. This then helps students understand how each sign and symptom impacts a person's physical development. Students also look at the treatment each condition has and how this impacts the body physically. The final part of this unit students use their research to create a care plan. This would mean they have to consider the person's physical development and what they could do to promote and develop it.



Spiritual Development:

The development of the personality towards a religious or spiritual desired better personality.

Element of the curriculum and/or enrichment

Unit 1 Human lifespan development

Throughout this unit students are introduced into how culture, religion and beliefs impact a person's development. We look at different religions and cultural beliefs and how it would differ. We then look at how it may help provide guidance for a person know matter what life stage they are in.

Unit 2 Working in Health and social Care

Students look at how service users should be treated by health and social care professionals and what service they should be given. Throughout this unit we look at how a service users religious and cultural and their differences and how health and social care professionals should respect each of these when providing treatment.

Unit 5 Meeting Individual Care and Support Needs

We discuss different cultural and religious needs through studying a range of multi diverse case studies. Student's gain knowledge about ethical issues within today's society and the need for patients' to have a say in what they eat, wear and what professional (male/ female) they are supported by.

Unit 14 Physiological Disorders and their Care

Students carry out research into different cultures and preferences when designing a treatment plan - no matter what their age, gender, race, social group or place.

In lesson

During each lesson we encourage our students to share their opinions and views as well as experience or stories.

Moral Development:

The development of attitudes and behaviours toward other people in society, based on social and cultural norms, rules, and laws.

Element of the curriculum and/or enrichment

Unit 1 Human lifespan development

During this unit we look at and investigate how moral development is part of someone's intellectual development. Students look at how it may change during each life stage and how different factors may unbalance or strengthen someone's moral development whether that be through peer pressure or upbringing.

Unit 2 Working in Health and social Care/ Unit 14 Physiological Disorders and their Care

This unit involves students looking at how different health and social care professional provides services to different service users, part of this students are to study and know different policies and procedures that are put in place in different services and how these help safeguard and protect each service use to ensure they receive the best treatment by health and social care professionals. This also involves students knowing different legislations such as data protection, the equality act etc. They learn these and what it involves and how it helps a service user.



Unit 5 Meeting Individual Care and Support Needs

Students are aware of the laws and legislations within health and social care. They know the importance of the 6'Cs when supporting an individual with needs. Students study the difference between ethics and morals.

In lesson

During each lesson we encourage our students to share their opinions and views as well as experience or stories.

Cultural Development:

Cultural Diversity is at the heart of the Sixth Form and students will learn about themselves and relationships with others from a variety of cultural backgrounds.

Element of the curriculum and/or enrichment

In lesson

During each lesson we encourage our students to share their opinions and views as well as experience or stories. We are also very fortunate to be able to offer our students the opportunity to talk to people with different cultural backgrounds about their experiences, this is through guest speakers. This could be in celebration of world cancer day, health professions attending lessons such as midwives and people who have had a factor that has affected their development.

