

Child Development Intent Statement

At Lacon Childe School we are proud to offer the Cambridge Nationals Level 1/2 Certificate in Child Development. This vocational course provides students with the knowledge and understanding to become well rounded adults who will have the ability to nurture children through their own personal lives or as a professional.

In Child Development we aim to equip all 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.

We follow OCR Cambridge Nationals Level 1/2. This means students will be graded Pass/Merit/Distinction at either Level 1 or 2, which is equivalent to performance points at GCSE. The aim of the qualification is to inspire students to learn about the social, physical and intellectual development of a child from birth to 5 years, as well as understanding dietary guidelines and the equipment needs of children of this age.

The course teaches our students that the responsibility for the well-being of a child starts before conception and the examination unit aims to provide learners with an overview of the roles and responsibilities of parenthood alongside an understanding of reproduction and pre-conceptual, antenatal and postnatal care. Learners will develop an appreciation of the importance of creating the best conditions for a child to thrive. This includes creating a child-friendly home environment, including social safety and the care, management and prevention of childhood illnesses.

Throughout the course students will acquire transferable skills in research, evaluating, analytical and critical thinking.

The Child Development curriculum is planned to enable all students to develop 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 childcare sector.
- ◆ Allow students to acquire the skills, knowledge and independence 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 or social worker to name but a few.
- ◆ Studying Child Development teaches our students about providing physical, 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 Level1/2 Cambridge National in Child Development course offers a clear assessment and intervention programme where our pupils are encouraged to independently strive to achieve their full potential.
- ◆ 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.

The Child Development curriculum develops cultural capital within the framework of the subject specialist content: learning how to cooperate with others and listen to other's opinions and emotions to improve their social understanding, improving self-esteem, giving students a sense of achievement, a sense of belonging and an aspiration to achieve. Students will build on the study skills they have already learnt at Key Stage 3, creating a depth of knowledge and understanding of the factors that affect development. These skills will equip students with an understanding to make them ready for the next stage of their education, or if entering into meaningful employment, to be able to contribute to society. The course provides learners with a solid understanding of children's learning and development that will help them to make choices about further study and career options. The curriculum will develop a wide range of practical skills, all of which are particularly helpful for a career in the childcare sector such as observing, communicating and working with children, and other skills that are valuable no matter what career path they choose, including the skills of research, communication, decision-making and problem solving.

Our scheme of learning is spread over the 2 years of Key Stage 4. The order of learning has been designed to build on previous knowledge and is ordered to follow the natural progression of decisions and actions linked to a developing child. At the end of each unit, students complete a unit test and data from the unit tests completed during this time provides valuable information which is then used to identify pupil need with support sessions provided as appropriate.

To gain this qualification, learners must achieve a minimum of a Level 1 Pass grade in each of the 3 assessment units:

1 x external examination (40%) and 2 x NEA units internally marked and externally approved (2 x 30%)

Child Development staff:

Mrs Kara Guise – Subject Lead for Child Development and Assistant Headteacher: Safeguarding and Personal Development

Child Development Curriculum – Year 10 2026-27

Introduction/Overview of the course – Big Picture

Pupils who study Child Development will gain a unique opportunity to have an overview of the roles and responsibilities of parenthood, from preconception through antenatal to postnatal care. Pupils develop an appreciation of the importance of creating the best conditions for a child to thrive. Pupils learn about the range of equipment and nutritional and hygiene requirements of children from birth to five years, and they demonstrate in a practical activity how these needs are met to promote a child's development and well-being. Pupils investigate the developmental norms of children from birth to five years and develop an understanding of the impact of play on the developmental norms. They apply and demonstrate their knowledge and understanding through practical activities.

It is designed to prepare pupils for further qualifications in Child Care, Health and Social Care, Education, Psychology, Sociology and Biology.

This course is as an excellent foundation to prepare young learners for the real world of work and further education

	Autumn Term		Spring Term		Summer Term	
	1 September- October	2 November-December	1 January-February	2 February- March	1 April-May	2 June-July
Key Concepts	R058 Topic Area 1: Creating a safe environment in a childcare setting. Topic Area 2: Choosing suitable equipment for a childcare setting. Topic Area 3: Nutritional needs of children from birth to five years.		R057 Topic Area 1: Understand reproduction and the roles and responsibilities of parenthood.		R057 Topic Area 2: Understand antenatal care and preparation for birth.	R059 Topic Area 1: Understand the physical, intellectual and social developmental norms from birth to five years.
Knowledge & Understanding	Published Scenario based NEA task: Topic Area 1: - We will consider the reasons why accidents happen in childcare settings based on the environment, lack of supervision or untrained staff, safety equipment and untrained staff. - We will investigate the common types of childhood accidents including: choking and suffocation, burns, falls, electric shocks, drowning, poisoning, cuts and grazes and trapped fingers. - Pupils will devise a plan to prevent accidents based on the NEA scenario selected childcare setting. Pupils will consider different areas in a childcare setting, the appropriate equipment required for the area, the correct placement of equipment in the		- Factors affecting pre-conception health for women and men - Types of contraception methods and their advantages and disadvantages - Male and Female reproductive systems - How reproduction takes place		- The purpose and importance of antenatal clinics - Screening and diagnostic tests - The purpose and importance of antenatal (parenting) classes - The choices available for delivery	Published Scenario based NEA task: Topic Area 1: - We will consider the expected development norms from one to five years. The following key information will include: Physical development: Gross

	area, the supervision/staffing requirements for the area, necessary safety considerations and reasons for choices. Topic Area 2: - We will investigate the main points to be considered when selecting clothing and footwear, feeding, sleeping and travelling equipment for children from birth to 5 years. Pupils will support their evidence by considering the following features when making their decisions: age suitability, safety aspects, costs, design, practicality, durability and ease of cleaning. Topic Area 3: - Pupils will develop knowledge of the nutritional requirements and current government guidelines for children from birth to five years including: The Eatwell guide, 5 a day, British Nutritional Foundation recommendations. - This will include the 7 essential nutrients of a healthy balanced diet which meet the nutritional needs of children aged: 0 – 6 months and 1 – 5 year olds. - Pupils will demonstrate their understanding of the nutritional requirements by completing a practical task, which involves creating a suitable feeding solution for a child identified in the NEA assignment scenario. Whilst undertaking the practical investigation, pupils will: ○ <i>Compare two different formula milks and how they meet the nutritional requirements of a 0 – 6 month old</i> ○ <i>Demonstrate their planning by including the following detail in their evidence: Equipment, ingredients and quantities, safety, hygiene - personal/environment</i> ○ <i>Conduct a self-evaluation of practical application including strengths, weaknesses and suggested improvements</i> ○ <i>Develop food choices based on the NEA assignment scenario for a child. This will include a fully detailed breakdown of the meal, reasons for choice and how food choices meet both the nutritional needs and government dietary guidelines.</i>	- Signs & symptoms of pregnancy	- The role of the birth partner in supporting the mother through pregnancy and birth - The methods of pain relief when in labour - The signs that labour has started - The three stages of labour and their physiological changes - The methods of assisted birth	motor skills, Fine motor skills ○ Intellectual development: Language, Reading and writing, Communication, Number skills ○ Social development: Communicating with others, Acceptable behaviour, Sharing, Independence/self-esteem Intellectual development, Social skills and Creative skills
Assessment	NEA Assignment (30%) - Pupils are assessed through written work, research, home study and classwork. - Internal marking against Cambridge Nationals marking criteria. - Externally moderated unit: June 2027.	- Pupils are assessed using both formative and summative methods via GCSE style exam questions to mirror the GCSE exams they will sit at the end of Year 11. - Formative assessment is embedded into every	- Pupils are assessed using both formative and summative methods via GCSE style exam questions to mirror the GCSE exams they will sit at the end of Year 11. - Formative assessment is embedded into every	NEA Assignment (30%) - Pupils are assessed through written work, research, home study and classwork. - Internal marking against Cambridge Nationals marking criteria.

		lesson, feedback is integral to all lesson planning. - End of unit test consisting of multiple-choice, short-answer and extended-writing questions.	lesson, feedback is integral to all lesson planning. - End of unit test consisting of multiple-choice, short-answer and extended-writing questions.	- Externally moderated unit: June 2027
Why this? Why now?	- Completion of NEA 1 (R058) 1x 30% final grade creates appropriate tone and standards required to complete course successfully. Early learning of successful research techniques and referencing. Develops early learning of time management and meeting deadlines successfully. - Allows pupils to focus on completing the NEA assignment successfully without competing against other subjects at the same time later in the Key Stage. - Supports pupil workload and well-being by competing prior to intense summer term demands of Year 11. - Allows significant time for further improvements and in exceptional circumstances resitting opportunities without creating unnecessary stress and workload.	Topic Area 1: Focuses on the initial thoughts and ideas of starting a family and considers the factors these decisions should be based on. This unit forms the basis for all other R057 theory to build on.	Topic Area 2: Follows on in a chronological order from the previous unit.	- Completion of NEA 2 (R059) now will allow pupils to focus fully on summer examination preparation. - All NEA will be completed and ready for external moderation. - Pupils will not be overloaded with NEA completion of other subjects allowing better pupil well-being.

Child Development Curriculum – Year 11 2026-27

	Autumn Term		Spring Term		Summer Term	
	1 September- October	2 November-December	1 January-February	2 February- March	1 April-May	2 June-July
Key Concepts	R059 Topic Area 2: Understand the benefits of learning through play. Topic Area 3: Be able to plan different play activities for a chosen developmental area with a child from birth to five years. Topic Area 4: Be able to carry out and evaluate different play activities for a chosen developmental area with a child from birth to five years R057 Mock Preparation. Revision & Consolidation		R057 Topic Area 3: Understand postnatal checks, postnatal provision and conditions for development	R057 Topic Area 4: Childhood illnesses and a child safe environment	R057 Final Exam Preparation. Revision & Consolidation of: Topic Area 1 Topic Area 2 Topic Area 3 Topic Area 4	
Knowledge & Understanding	Topic Area 2: - We will investigate the stages and types of play and how play benefits development. - Pupils will develop their knowledge of the 4 stages of play: Solitary, Parallel, Associate and Co-operative. - Pupils will investigate the 5 types of play: Manipulative play, Co-operative play, Imaginative play, Physical play and Creative play. - Pupils will develop knowledge of how play has a range of benefits including: Physical development,		<i>- Postnatal checks</i> <i>- Postnatal care of the mother and baby</i> <i>- The developmental needs of children from birth to five years</i>	<i>- Recognise general signs and symptoms of illness in children</i> <i>- How to meet the needs of an ill child</i> <i>- How to ensure a child-friendly safe environment</i>	** See R057 Specification for full details.	

	<u>Topic Area 3:</u> - Pupils will develop knowledge of the observation and recording methods used to assess the development of children. - These would include the Methods of observation: Narrative, Checklist, Snapshot, Time sample, Participative and Non-participative. - Methods of recording to include: Charts, Written, Child's work and Photographs. <u>Topic Area 4:</u> - Pupils will demonstrate their understanding of play by completing a practical task, which involves the observation, planning and evaluation of play activities for a child as directed by the NEA assignment scenario. Whilst undertaking the practical investigation, pupils will: ○ <i>Plan a play activity for a chosen area of development directed by the NEA assignment scenario. Within the plan pupils will identify: Chosen activity, Reason for choice, Aims, Developmental area, Timing, Safety considerations, Appropriate resources and How the activity will be introduced to the child</i> ○ <i>Evaluate play activity plans identifying strengths, weaknesses and suggestions for improvement after receiving feedback from others and self-reflection.</i> ***On completion of R059 pupils will focus on Mock Exam Preparation. Revision & Consolidation				
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Assessment	NEA Assignment (30%) - Completion of NEA 2 (R059) now will allow pupils to focus fully on summer examination preparation. - All NEA will be completed and ready for external moderation. - Pupils will not be overloaded with NEA completion of other subjects allowing better pupil well-being.	Mock Exam R057 (40%)	- Pupils are assessed using both formative and summative methods via past GCSE exam questions. - Formative assessment is embedded into every lesson, feedback is integral to all lesson planning. - End of unit test consisting of multiple-choice, short-answer and extended-writing questions.	- Pupils are assessed using both formative and summative methods via past GCSE exam questions. - Formative assessment is embedded into every lesson, feedback is integral to all lesson planning. - End of unit test consisting of multiple-choice, short-answer and extended-writing questions.	External Exam (40%) - Practice GCSE style exam questions to mirror the GCSE exams on Wednesday 19 th May 2027	
Why this? Why now?	- Completion of NEA 2 (R059) 1x 30% now will allow pupils to focus fully on summer examination preparation. - All NEA will be completed and ready for external moderation. - Pupils will not be overloaded with NEA completion of other subjects allowing better pupil well-being.	Revision and preparation for Mock Exams as set in school calendar. No new knowledge to be delivered at this time.	Topic Area 3: Follows on in a chronological order from the previous unit.	Topic Area 4: Follows on in a chronological order from the previous unit.	Final preparations for written examination (R057). Consolidation of previous knowledge prior to final external assessment.	

LINK TO CAMBRIDGE NATIONAL IN CHILD DEVELOPMENT SPECIFICATION

<https://www.ocr.org.uk/Images/610941-specification-cambridge-nationals-child-development-j809.pdf>