

Long Term Plan Year 10 L2 Cambridge National in Child Development (J809)

Ethos and driver of department - “To develop skills demanded by employers to empower the diverse world that our learners live in. To enable flexibility and scope delivering individual pathways - strongly emphasising the importance of promoting and maintaining high quality care within the HSC and Early Years sectors”.

Half term	Unit title	Key knowledge/ Content to learn and retain	Essential skills to acquire (subject & generic)	Link to subject ethos and driver	Anticipated misconceptions	Links to future KS	Opportunity for stretch for high prior attainers	SMSC & British Values	Cultural Capital	Career Link
Half term 1: Sept - Oct	Unit RO58: Create a safe environment and understand the nutritional needs of children from birth to five years:	RO58: Topic Area 1: Creating a safe environment in a childcare setting <i>1.1 Plan to create a safe environment in a childcare setting</i> Introduce- Topic Area 2: Choosing suitable equipment for a childcare setting <i>2.1 Essential equipment and factors for choice</i>	Generic skills - Teamwork Negotiating and working with others towards a common goal. Following instructions and adhering to instructions, listening to the advice of others to a successful conclusion within a Child Development context. To demonstrate analytical and interpretation skills (of situations and/or results) and the ability to formulate valid well-argued responses.	Students will investigate the different equipment and nutritional requirements of children from birth to five years. Students will be able to apply their knowledge and understanding, to show how the needs are met to promote the well-being and development of the child.	Dept will now have OCR-set assignment / tasks.. Dept can also adapt / write their own assignments. Teachers may not realise that all of the content that follows an i.e. in the specification must be taught. Students may give examples of all types of equipment for babies from birth to 12 months. Students may not understand the 'key factors to consider' or cover all of them. Teachers may not consider synoptic	Synoptic assessment is included between units RO57 / RO58 / RO59: By - • showing teaching and learning links between the units across the specification • giving guidance, with the marking criteria for the units, about where students could apply knowledge and understanding from core units to improve their performance. • to enable students to demonstrate an ability to use	Extension and challenge activities embedded into course delivery. Opportunity to participate in role play; Application of relevant case studies; Developing high level reading and writing - critical comparisons, justifications and application of statistical data; Use of TEEP strategies and Metacognitive principles in delivery.	Spiritual issues: Spiritual well-being can be enhanced through, for example, the activities offered to develop creative abilities and respect can be shown for individuals' beliefs and how these impact on their lives Moral issues: to reflect on the values of care and to consider some of the dilemmas faced when dealing with children from all walks of life; Ethical issues: understanding the values of care, to promote	Considering the values, attitudes and roles that prevail in communities. Respect - how to respect others will ensure developing positive relationships with their family, friends and communities; Develop holistically - physically, intellectually, emotionally and socially through a person - centred approach, displaying tolerance and patience, being approachable and , actively listening.	Working with children can include: charity and voluntary work; healthcare, social care; teacher training and education; In industries such as law, leisure, sport and tourism and public services and administration - e.g : a family lawyer, sports coach or children's librarian; an art therapist or volunteer; Child psychotherapists; counsellor, family support worker; play therapist, social worker,

			To enable learners to evaluate and justify their decisions, choices and recommendations Subject specific skills - Communication, Presentation, Numerical and Literacy skills ie. spelling, punctuation and grammar (SPaG) The ability to use IT to work smarter and professionally. Use of the internet, e-mails, databases, general word processing and spreadsheets. Referencing and research - sourcing relevant statistical and normative data. Recall, select and apply detailed knowl and thorough understanding of child development		evidence for their Students to meet the marking criteria grid. Students may not distinguish between age-appropriatene ss from LO1 and LO2 and simply repeat work	and apply a range of different methods and/or techniques • to provide assessment that encourages students to put forward different ideas and/or explanations to support decisions they have made • to develop students' ability to suggest or apply different approaches to contexts and situations • to develop and assess students' use of transferable skills Students gain evidence of work through: Written/typed report Online/shop visit log Information booklets/leaflets PowerPoint presentation Interviews/quest ionnaires Witness Statements.	Access to Exambuilder resources; Practice examination questions / peer marking / use of chief examiners report / high level answers; Use of WAGOLL / exemplar	protection and fair and equal treatment; Social issues: how child development and care can affect the quality of life experienced and how individuals' requirements are met; Cultural issues: helping learners appreciate that child development contributes to the development of our culture and to social cohesion on how learners need to show cultural awareness of children when communicating and interacting with them.	Community - To learn in a supportive and vibrant environment, where every student feels valued, included, and empowered. Courage - Having courage to persevere through personal and academic challenges, raising self-esteem and having the personal power to make courageous choices, leading them into personally satisfying and successful adult lives. Wisdom - Try new things, putting them 'out there' and giving them the opportunity to learn, make mistakes, reflect on experiences, doing it the hard / challenging way, will give rise to developing wisdom.	youth worker; etc...
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			present information clearly and accurately, using a wide range of terminology							
Half term 2: Oct - Dec	Unit RO58: Create a safe environment and understand the nutritional needs of children from birth to five years:	Complete - Topic Area 2: Choosing suitable equipment for a childcare setting <i>2.1 Essential equipment and factors for choice</i> Introduce - Topic Area 3: Nutritional needs of children from birth to five years <i>3.1 Current Government dietary recommendations for healthy eating for children from birth to five years</i> <i>3.2 Essential nutrients and their functions for children from birth to five years</i> <i>3.3 Plan for preparing a feed/meal</i> <i>3.4 How to evaluate planning and preparation of a feed/meal</i>	Generic skills - Teamwork Negotiating and working with others towards a common goal. Following instructions and adhering to instructions, listening to the advice of others to a successful conclusion within a Child Development context. To demonstrate analytical and interpretation skills (of situations and/or results) and the ability to formulate valid well-argued responses. To enable learners to evaluate and justify their decisions, choices and recommendations	Becoming a parent is one of life's major experiences, and it is also one of life's major responsibilities Responsibility for the well-being of a child before conception and the roles and resps of parenthood. Understanding of reproduction and pre-conceptual , antenatal and postnatal care. Students 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	Students not providing answers to examination questions that relate to the scenario they have been given. Not using correct terminology in their answers to examination questions. For example: confusing terms such as 'contraception' and 'conception'. Not knowing the difference between 'embryo' and 'foetus'. Not providing answers to examination questions that match the command verb. Students having poor exam technique. Students running out of time when doing the examination.	Synoptic assessment is included between units RO57 / RO58 / RO59: By - • showing teaching and learning links between the units across the specification • giving guidance, with the marking criteria for the units, about where students could apply knowledge and understanding from core units to improve their performance. • to enable students to demonstrate an ability to use and apply a range of different methods and/or techniques • to provide assessment that encourages	Extension and challenge activities embedded into course delivery. Opportunity to participate in role play; Application of relevant case studies; Developing high level reading and writing - critical comparisons, justifications and application of statistical data; Use of TEEP strategies and Metacognitive principles in delivery. Access to Exambuilder resources; Practice examination questions /	Spiritual issues: Spiritual well-being can be enhanced through, for example, the activities offered to develop creative abilities and respect can be shown for individuals' beliefs and how these impact on their lives Moral issues: to reflect on the values of care and to consider some of the dilemmas faced when dealing with children from all walks of life; Ethical issues: understanding the values of care, to promote protection and fair and equal treatment; Social issues: how child development and care can affect the quality of life	Considering the values, attitudes and roles that prevail in communities. Respect - how to respect others will ensure developing positive relationships with their family, friends and communities; Develop holistically - physically, intellectually, emotionally and socially through a person - centred approach, displaying tolerance and patience, being approachable and , actively listening. Community - To learn in a supportive and vibrant environment, where every student feels valued, included, and empowered.	Working with children can include: charity and voluntary work; healthcare, social care; teacher training and education; In industries such as law, leisure, sport and tourism and public services and administration - e.g : a family lawyer, sports coach or children's librarian; an art therapist or volunteer; Child psychotherapists; counsellor, family support worker; play therapist, social worker, youth worker; etc...

			Subject specific skills - Communication, Presentation, Numerical and Literacy skills ie. spelling, punctuation and grammar (SPaG) The ability to use IT to work smarter and professionally. Use of the internet, e-mails, databases, general word processing and spreadsheets. Referencing and research - sourcing relevant statistical and normative data. Recall, select and apply detailed knowl and thorough understanding of child development present information clearly and accurately, using a wide range of terminology	social safety and the care, management and prevention of childhood illnesses.	Teachers teach each of the three units completely separately as if they were three standalone units.	students to put forward different ideas and/or explanations to support decisions they have made • to develop students' ability to suggest or apply different approaches to contexts and situations • to develop and assess students' use of transferable skills • to enable learners to demonstrate analytical and interpretation skills (of situations and/or results) and the ability to formulate valid well-argued responses • to enable learners to evaluate and justify their decisions, choices and recommendations.	peer marking / use of chief examiners report / high level answers; Use of WAGOLL / exemplar	experienced and how individuals' requirements are met; Cultural issues: helping learners appreciate that child development contributes to the development of our culture and to social cohesion on how learners need to show cultural awareness of children when communicating and interacting with them.	Courage - Having courage to persevere through personal and academic challenges, raising self-esteem and having the personal power to make courageous choices, leading them into personally satisfying and successful adult lives. Wisdom - Try new things, putting them 'out there' and giving them the opportunity to learn, make mistakes, reflect on experiences, doing it the hard / challenging way, will give rise to developing wisdom.	
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Half term 3: Jan - Feb	Unit R058: Create a safe environment and understand the nutritional needs of children from birth to five years:	Complete- Topic Area 3: Nutritional needs of children from birth to five years 3.1 Current Government dietary recommendations for healthy eating for children from birth to five years 3.2 Essential nutrients and their functions for children from birth to five years 3.3 Plan for preparing a feed/meal 3.4 How to evaluate planning and preparation of a feed/meal	Generic skills - Teamwork Negotiating and working with others towards a common goal. Following instructions and adhering to instructions, listening to the advice of others to a successful conclusion within a Child Development context. To demonstrate analytical and interpretation skills (of situations and/or results) and the ability to formulate valid well-argued responses. To enable learners to evaluate and justify their decisions, choices and recommendations	Becoming a parent is one of life's major experiences, and it is also one of life's major responsibilities Responsibility for the well-being of a child before conception and the roles and resps of parenthood. Understanding of reproduction and pre-conceptual , antenatal and postnatal care. Students 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.	Students not providing answers to examination questions that relate to the scenario they have been given. Not using correct terminology in their answers to examination questions. For example: confusing terms such as 'contraception' and 'conception'. Not knowing the difference between 'embryo' and 'foetus'. Not providing answers to examination questions that match the command verb. Students having poor exam technique. Students running out of time when doing the examination. Teachers teach each of the three units completely separately as if they were three standalone units.	Synoptic assessment is included between units RO57 / RO58 / RO59: By - • showing teaching and learning links between the units across the specification • giving guidance, with the marking criteria for the units, about where students could apply knowledge and understanding from core units to improve their performance. • to enable students to demonstrate an ability to use and apply a range of different methods and/or techniques • to provide assessment that encourages students to put forward different ideas and/or explanations to support decisions they have made	Extension and challenge activities embedded into course delivery. Opportunity to participate in role play; Application of relevant case studies; Developing high level reading and writing - critical comparisons, justifications and application of statistical data; Use of TEEP strategies and Metacognitive principles in delivery. Access to Exambuilder resources; Practice examination questions / peer marking / use of chief examiners report / high level answers; Use of	Spiritual issues: Spiritual well-being can be enhanced through, for example, the activities offered to develop creative abilities and respect can be shown for individuals' beliefs and how these impact on their lives Moral issues: to reflect on the values of care and to consider some of the dilemmas faced when dealing with children from all walks of life; Ethical issues: understanding the values of care, to promote protection and fair and equal treatment; Social issues: how child development and care can affect the quality of life experienced and how individuals' requirements are met; Cultural issues: helping learners	Considering the values, attitudes and roles that prevail in communities. Respect - how to respect others will ensure developing positive relationships with their family, friends and communities; Develop holistically - physically, intellectually, emotionally and socially through a person - centred approach, displaying tolerance and patience, being approachable and , actively listening. Community - To learn in a supportive and vibrant environment, where every student feels valued, included, and empowered. Courage - Having courage to persevere through personal and academic challenges, raising	Working with children can include: charity and voluntary work; healthcare, social care; teacher training and education; In industries such as law, leisure, sport and tourism and public services and administration - e.g : a family lawyer, sports coach or children's librarian; an art therapist or volunteer; Child psychotherapists; counsellor, family support worker; play therapist, social worker, youth worker; etc...
	Unit R059: Understand the development of a child from one to five years	Unit R059: Introduce-Topic Area 1: Physical, intellectual and social developmental norms from one to five years 1.1 The expected development norms from one to five years for the following developmental areas								

			Communication, Presentation, Numerical and Literacy skills ie. spelling, punctuation and grammar (SPaG) The ability to use IT to work smarter and professionally. Use of the internet, e-mails, databases, general word processing and spreadsheets. Referencing and research - sourcing relevant statistical and normative data. Recall, select and apply detailed knowledge and thorough understanding of child development present information clearly and accurately, using a wide range of terminology			• to develop students' ability to suggest or apply different approaches to contexts and situations • to develop and assess students' use of transferable skills • to enable learners to demonstrate analytical and interpretation skills (of situations and/or results) and the ability to formulate valid well-argued responses • to enable learners to evaluate and justify their decisions, choices and recommendations.	WAGOLL / exemplar	appreciate that child development contributes to the development of our culture and to social cohesion on how learners need to show cultural awareness of children when communicating and interacting with them.	self-esteem and having the personal power to make courageous choices, leading them into personally satisfying and successful adult lives. Wisdom - Try new things, putting them 'out there' and giving them the opportunity to learn, make mistakes, reflect on experiences, doing it the hard / challenging way, will give rise to developing wisdom.	
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Half term 4: Feb - Easter	Unit R059: Understand the development of a child from one to five years	Unit R059: Complete - Topic Area 1: Physical, intellectual and social developmental norms from one to five years <i>1.1 The expected development norms from one to five years for the following developmental areas</i> Topic Area 2: Stages and types of play and how play benefits development <i>2.1 The stages of play</i> <i>2.2 The types of play</i> <i>2.3 How play benefits development</i>	This unit allows students the opportunity to gain broad, transferable skills and experiences that can be applied as they progress into their next stages of study and life and to enhance their preparation for future employment. Students will develop the following skills that are transferable to different real-life contexts, roles or employment: Research skills – Research is a process of investigation using primary or secondary research techniques to help make decisions on an area of study •	Students will be able to apply their knowledge and understanding, to show how the needs are met to promote the well-being and development of the child. Students will also investigate the developmental norms of children from birth to five years. Students will develop an understanding of the impact of play on developmental norms. Students will be able to apply their knowledge and understanding, through practical activities, to show how play affects the development of individual children.	Dept will now have OCR-set assignment / tasks.. Dept can also adapt / write own assignments. Teachers may not realise that all of the content that follows an i.e. in the specification must be taught. Teachers may not consider synoptic evidence for their Students to meet the marking criteria grid.	Students gain evidence of work through: Written/typed report Online/shop visit log Information booklets/leaflets PowerPoint presentation Storyboard/article, Interviews/questionnaires Witness Statements R059: Physical, intellectual and social developmental norms from birth to five years. Sequence of developmental norms; Stages and types of play Benefits of play of children from birth to five years; Plan different play activities Explain different observations Methods of recording different play activities; Students gain evidence of work through:	Extension and challenge activities embedded into course delivery. Opportunity to participate in real time play; Application of relevant case studies; Developing high level reading and writing - critical comparisons, justifications and application of statistical data; Use of TEEP strategies and Metacognitive principles in delivery. Access to Exambuilder resources; Practice examination questions / peer marking / use of chief examiners report / high level answers; Use of	Spiritual issues: Spiritual well-being can be enhanced through, for example, the activities offered to develop creative abilities and respect can be shown for individuals' beliefs and how these impact on their lives Moral issues: to reflect on the values of care and to consider some of the dilemmas faced when dealing with children from all walks of life; Ethical issues: understanding the values of care, to promote protection and fair and equal treatment; Social issues: how child development and care can affect the quality of life experienced and how individuals' requirements are met; Cultural issues: helping learners	Considering the values, attitudes and roles that prevail in communities. Respect - how to respect others will ensure developing positive relationships with their family, friends and communities; Develop holistically - physically, intellectually, emotionally and socially through a person - centred approach, displaying tolerance and patience, being approachable and , actively listening. Community - To learn in a supportive and vibrant environment, where every student feels valued, included, and empowered. Courage - Having courage to persevere through personal and academic challenges,	Working with children can include: Charity and voluntary work; healthcare, social care; teacher training and education; In industries such as law, leisure, sport and tourism and public services and administration - e.g : a family lawyer, sports coach or children's librarian; an art therapist or volunteer; Child psychotherapists; counsellor, family support worker; play therapist, social worker, youth worker; etc...
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			Communication skills – Good communication plays a key part in the success of everything we do as an individual or as part of a team. It is the ability to convey or share ideas and feelings effectively. This may well involve some planning and could be written or verbal, and formal or informal.			Presentation slides with notes Wall chart poster Collage Leaflets/booklet	WAGOLL / exemplar material; Developing the higher level thinking and analysis skills of selecting appropriate sources, case studies, examples and quotes to use. Developing the skill, and taking a lead in collaborative work, on primary and secondary research	appreciate that child development contributes to the development of our culture and to social cohesion on how learners need to show cultural awareness of children when communicating and interacting with them.	raising self-esteem and having the personal power to make courageous choices, leading them into personally satisfying and successful adult lives. Wisdom - Try new things, putting them 'out there' and giving them the opportunity to learn, make mistakes, reflect on experiences, doing it the hard / challenging way, will give rise to developing wisdom.	
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Half term 5 : Easter - May	Completion and preparation for Moderation (May 2026) Unit R059: Understand the development of a child from one to five years	Topic Area 3: Observe the development of a child aged one to five years <i>3.1 Observation and recording</i> Topic Area 4: Plan and evaluate play activities for a child aged one to five years for a chosen area of development <i>4.1 Plan and evaluate play activities</i>	This unit allows students the opportunity to gain broad, transferable skills and experiences that can be applied as they progress into their next stages of study and life and to enhance their preparation for future employment. Students will develop the following skills that are transferable to different real-life contexts, roles or employment: Negotiating and working with others towards a common goal. Following instructions and adhering to instructions, listening to the advice of others to a successful conclusion within a Child Development context. To demonstrate analytical and interpretation skills (of situations and/or results) and the ability to formulate valid well-argued responses.	Students will investigate the different equipment and nutritional requirements of children from birth to five years. Students will be able to apply their knowledge and understanding, to show how the needs are met to promote the well-being and development of the child. R059: Students will also investigate the developmental norms of children from birth to five years. Students will develop an understanding of the impact of play on developmental norms. Students will be able to apply their knowledge and understanding, through practical	Dept will now have OCR-set assignment / tasks.. Dept can also adapt / write their own assignments. Teachers may not realise that all of the content that follows an i.e. in the specification must be taught. Students may give examples of all types of equipment for babies from birth to 12 months. Students may not understand the 'key factors to consider' or cover all of them. Teachers may not consider synoptic evidence for their Students to meet the marking criteria grid. Students may not distinguish between age-appropriateness from LO1 and LO2 and simply repeat work.	Equipment needs for children from birth to five years Nutritional requirements for children from birth to five years Current government guidelines for children birth to five years Feeding outcome for one stage from birth to five years. Students gain evidence of work through: Written/typed report Online/shop visit log Information booklets/leaflets PowerPoint presentation Storyboard/article Nutritional analysis/food programme Recommended Nutritional Values (RDV's RDI's) Interviews/questionnaires Witness Statements	Extension and challenge activities embedded into course delivery. Opportunity to participate in role play; Application of relevant case studies; Developing high level reading and writing - critical comparisons, justifications and application of statistical data; Use of TEEP strategies and Metacognitive principles in delivery. Access to Exambuilder resources; Practice examination questions / peer marking / use of chief examiners report / high level answers; Use of	Spiritual issues: Spiritual well-being can be enhanced through, for example, the activities offered to develop creative abilities and respect can be shown for individuals' beliefs and how these impact on their lives Moral issues: to reflect on the values of care and to consider some of the dilemmas faced when dealing with children from all walks of life; Ethical issues: understanding the values of care, to promote protection and fair and equal treatment; Social issues: how child development and care can affect the quality of life experienced and how individuals' requirements are met; Cultural issues: helping learners appreciate that	Considering the values, attitudes and roles that prevail in communities. Respect - how to respect others will ensure developing positive relationships with their family, friends and communities; Develop holistically - physically, intellectually, emotionally and socially through a person - centred approach, displaying tolerance and patience, being approachable and , actively listening. Community - To learn in a supportive and vibrant environment, where every student feels valued, included, and empowered. Courage - Having courage to persevere through personal and academic challenges, raising self-esteem and	Working with children can include: charity and voluntary work; healthcare, social care; teacher training and education; In industries such as law, leisure, sport and tourism and public services and administration - e.g : a family lawyer, sports coach or children's librarian; an art therapist or volunteer; Child psychotherapists; counsellor, family support worker; play therapist, social worker, youth worker; etc...
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			present information clearly and accurately, using a wide range of terminology.							
Half term 6: May - July	Examination preparation for Yr 11: RO57: Health and well-being for child development	Examination preparation for Yr 11: RO57: Topic Area 1: Preconception health and reproduction Topic Area 2: Antenatal care and preparation for birth Topic Area 3: Postnatal checks, postnatal care and the conditions for development Topic Area 4: Childhood illnesses and a child safe environment	Following instructions and adhering to instructions, listening to the advice of others to a successful conclusion within a Child Development context. To demonstrate analytical and interpretation skills (of situations and/or results) and the ability to formulate valid well-argued responses. To enable learners to evaluate and justify their decisions, choices and recommendations Subject specific skills -	Becoming a parent is one of life's major experiences, and it is also one of life's major responsibilities Responsibility for the well-being of a child before conception and the roles and resps of parenthood. Understanding of reproduction and pre-conceptual , antenatal and postnatal care. Students 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	Students not providing answers to examination questions that relate to the scenario they have been given. Not using correct terminology in their answers to examination questions. For example: confusing terms such as 'contraception' and 'conception'. Not knowing the difference between 'embryo' and 'foetus'. Not providing answers to examination questions that match the command verb. Students having poor exam technique. Students running out of time when doing the examination.	Synoptic assessment is included between units RO57 / RO58 / RO59: By - • showing teaching and learning links between the units across the specification • giving guidance, with the marking criteria for the units, about where students could apply knowledge and understanding from core units to improve their performance. • to enable students to demonstrate an ability to use and apply a range of different methods and/or techniques • to provide assessment that	Extension and challenge activities embedded into course delivery. Opportunity to participate in role play; Application of relevant case studies; Developing high level reading and writing - critical comparisons, justifications and and application of statistical data; Use of TEEP strategies and Metacognitive principles in delivery. Access to Exambuilder resources; Practice examination	Spiritual issues: Spiritual well-being can be enhanced through, for example, the activities offered to develop creative abilities and respect can be shown for individuals' beliefs and how these impact on their lives Moral issues: to reflect on the values of care and to consider some of the dilemmas faced when dealing with children from all walks of life; Ethical issues: understanding the values of care, to promote protection and fair and equal treatment; Social issues: how child development and care can affect	Considering the values, attitudes and roles that prevail in communities. Respect - how to respect others will ensure developing positive relationships with their family, friends and communities; Develop holistically - physically, intellectually, emotionally and socially through a person - centred approach, displaying tolerance and patience, being approachable and , actively listening. Community - To learn in a supportive and vibrant environment, where every student feels valued, included,	Working with children can include: charity and voluntary work; healthcare, social care; teacher training and education; In industries such as law, leisure, sport and tourism and public services and administration - e.g : a family lawyer, sports coach or children's librarian; an art therapist or volunteer; Child psychotherapists; counsellor, family support worker; play therapist, social worker, youth worker; etc...

			Communication, Presentation, Numerical and Literacy skills ie. spelling, punctuation and grammar (SPaG) Sourcing relevant statistical and normative data. Recall, select and apply detailed knowl and thorough understanding of child development Present information clearly and accurately, using a wide range of terminology.	social safety and the care, management and prevention of childhood illnesses.	Teachers teach each of the three units completely separately as if they were three standalone units.	encourages students to put forward different ideas and/or explanations to support decisions they have made • to develop students' ability to suggest or apply different approaches to contexts and situations • to develop and assess students' use of transferable skills • to enable learners to demonstrate analytical and interpretation skills (of situations and/or results) and the ability to formulate valid well-argued responses • to enable learners to evaluate and justify their decisions, choices and recommendations.	questions / peer marking / use of chief examiners report / high level answers; Use of WAGOLL / exemplar	the quality of life experienced and how individuals' requirements are met; Cultural issues: helping learners appreciate that child development contributes to the development of our culture and to social cohesion on how learners need to show cultural awareness of children when communicating and interacting with them.	and empowered. Courage - Having courage to persevere through personal and academic challenges, raising self-esteem and having the personal power to make courageous choices, leading them into personally satisfying and successful adult lives. Wisdom - Try new things, putting them 'out there' and giving them the opportunity to learn, make mistakes, reflect on experiences, doing it the hard / challenging way, will give rise to developing wisdom.	
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