

Health and Social Care Department Curriculum Overview

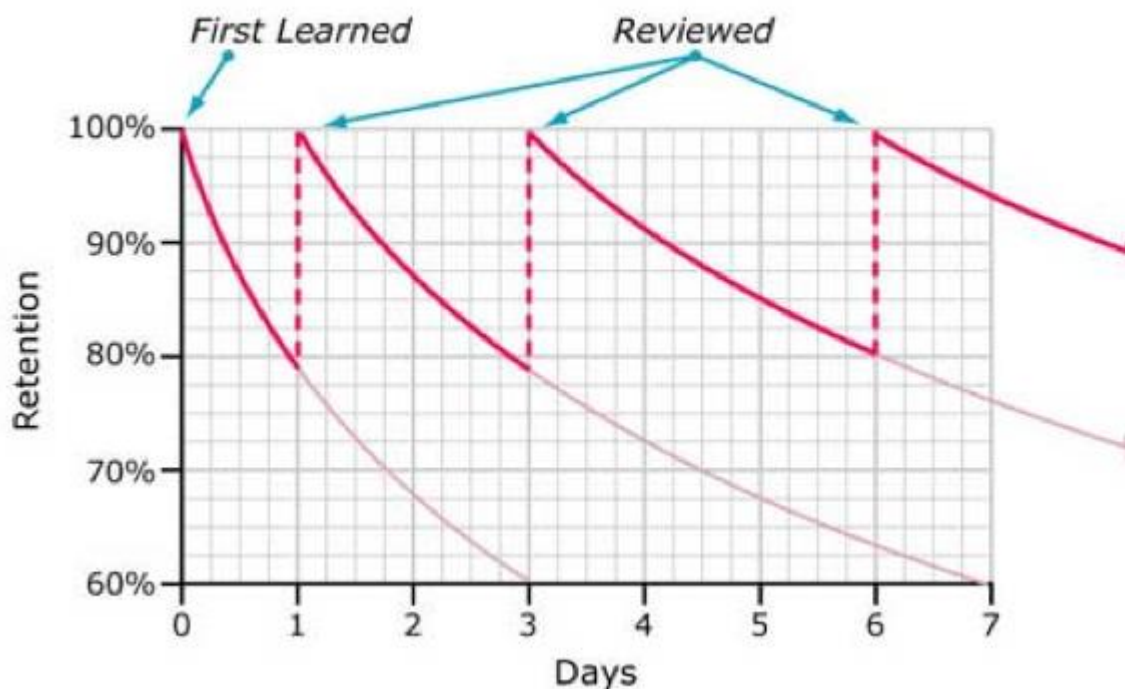
Curriculum Intent:

"Nothing in life is to be feared, it is only to be understood. Now is the time to understand more, so that we may fear less."

Marie Curie

The Health and Social Care department aims to provide learners with the ability to gain and apply knowledge, understanding and skills in a variety of health, social care and early years' settings. Learners will be able to use transferable skills and tools to improve their learning in other subjects with the aim of enhancing employability when they leave education, contributing to both their personal development and future economic well-being.

Typical Forgetting Curve for Newly Learned Information



Key Stage 4 Curriculum Overview

Year 10											
Autumn Term 1A		Autumn Term 1B		Spring Term 2A		Spring Term 2B		Summer Term 3A		Summer Term 3B	
TOPIC TITLE: RO33: Life stages and development		TOPIC TITLE: RO33: Life stages and events		TOPIC TITLE: RO33: Impacts on life events		TOPIC TITLE: Ro32: Principles of care in H&SC settings		TOPIC TITLE: RO32: Effective communication in H&SC		TOPIC TITLE: RO32: Protecting service users and service providers in health and social care settings	
Topics	Domains (Core knowledge and skills)	Topics	Domains (Core knowledge and skills)	Topics	Domains (Core knowledge and skills)	Topics	Domains (Core knowledge and skills)	Topics	Domains (Core knowledge and skills)	Topics	Domains (Core knowledge and skills)
Life stages and development	Life stages and key milestones of growth and development for age groups:	Life stages and development	Factors:	Impacts that life events have on individuals	Impacts:	The rights of service users in health and social care settings	Types of care settings:	Qualities of a service practitioner	The 6c's :	Effective communication in health and social care settings	Types of communication:
	• 4-10 years (childhood) • 11-18 years (adolescence) • 19-45 years (young adulthood) • 46-65 years (middle adulthood) • 65+ years (older adulthood)		• Physical • Social • Emotional • Economic • Cultural • Environmental		• Physical • Intellectual • Emotional • Social • Financial		• Health • Social care		• Choice • Individuality • Rights independence • Privacy • Dignity • Respect • Partnership • Encouraging decision making of service user		• Verbal • Non-verbal • Active listening • Special methods
	PIES development:		Expected and unexpected life events		Identifying individual’s needs based on the impacts of life events		The rights:		Benefits for service providers of applying person centred values		Importance:
Life stages and development	• Physical • Intellectual • Emotional • Social	Life events and their impacts on individuals	Expected and unexpected life events	Working NEA live assessment Task 2a and 2b	Application of knowledge	The benefits to service users’ health and wellbeing when their rights are maintained	Empowerment	Benefits of person-centred values	Benefits for service users of having the person-centred values applied	The importance of effective communication in health and social care settings	• Supports the person-centred values and individual’s rights • Helps to meet service users’ needs • Protects the rights of service users • The impact of good communication skills
Working NEA live assessment Task 1		Sources of support that meet individuals needs	Expected and unexpected life events	NEA submit June series		Person-centred values and how they are applied by service providers	Person-centred values:	Effects on service users’ health and wellbeing if person-centred values are not applied	Effects:	Protecting service users and service providers in health and social care settings	• Safeguarding • Infection prevention • Safety procedures and measures How security measures protect individuals

							Qualities of a service practitioner, the 6Cs: - Care - Compassion - Competence - Communication - Courage - Commitment				
Prior Domains: May have some knowledge of PIES developments linked to their own personal and family observations		Prior Domains: Knowledge of PIES from previous lessons. Own observations and personal experiences of life events		Prior Domains: Own observations and personal experiences of life events. Knowledge of PIES		Prior Domains: Health and social care settings/examples		Prior Domains: PIES How to communicate effectively Different way of communication		Prior Domains: Examples/ways of keeping someone safe	
  Spiritual, Moral, Social Cultural (SMSC) seeds: They will learn to respect and understand the differences in human needs that occur in these cultures and societies. Students will develop their understanding of and respect for the different needs people have and the effect it may have on their health and wellbeing.						 Spiritual, Moral, Social Cultural (SMSC) seeds: Students develop an understanding of concepts related to equality, diversity and rights in health and social care and can gain knowledge of discriminatory practice and means of combatting this. Students in HSC are taught that different people hold different views about right and wrong but should always comply with the fundamental British law of this country, particularly when studying relevant HSC legislation and codes of practice. Students also explore how services need to be made accessible and analyse the impact when communication process fails					
British Values Links: Know the factors that affect equality and inclusion of individuals.						British Values Links: Enables Students to understand and respect the civil and criminal law if measures aren't put into place Encourages Students to take responsibility for their behaviour, show initiatives and to understand how they can positively contribute to the local wider area. Enable Students to distinguish between right and wrong Understanding that we all don't share the same beliefs and values. Respecting those values, ideas and beliefs of others whilst not imposing our own onto them.					
Reading, Speaking and Writing foci: Writing: applying knowledge learnt to different H&SC settings and to coursework Reading: research of different settings and applying to settings Speaking: group and individual discussions and class contributions						Reading, Speaking and Writing foci: Writing: applying knowledge learnt to different H&SC settings. Answering questions using PEEL. Applying understanding to short and long answer questions. Reading: reading of revision guide, resources and reading and answering exam questions. understanding command words. Speaking: peer and class Q&A					
Numeracy foci: Opportunities for use of flow charts to present work and identifying correct steps						Numeracy foci: Asking mathematical questions - How could you sort these.....? - How many ways can you find to ? - What happens when we ? - How many different can be found? - What is the same/different?					

	Can you group these in some way? Is there a pattern?
Inter-disciplinary links: Links with geography – looking at factors such as economic and environmental which influence development of a child such as location, access to services. Science – life stages and how an individual develops such as puberty, body changes (covered in more detail year 10) Links with PSHE – relationships and the different types	Inter-disciplinary links: Links with keeping yourself safe – ethics NEA interview – links with English and using good clarity, tone and pace (speaking assessment – end of year 11)
Curriculum Product(s): NEA written assessment (mandatory unit)	Curriculum Product(s): External exam – 70 minutes Externally assessed

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Types of therapies used in health and social care	Types of therapies: - Sensory - Cognitive - Expressive - Physical	Factors that affect the selection of a creative activity	Individual abilities: - Physical - Intellectual - Emotional - Social - Gender	Introduce live assignment – material released June	Application of knowledge	Exam: May series	Revision of Ro32								
	Benefits: - Physical - Intellectual - Emotional - Social		Benefit of the activity to the individual		Introduce the activity: - Aim(s) - Content - Settle the individuals so that they are prepared to carry out the activities - Supervise - Collect feedback from participant										
	Types of creative activities - Physical - Intellectual/cognitive - Emotional - Social - Sensory - Imaginative														
Types of creative activities		Aims of the creative activity	The purpose specific to an individual or group - Timescales - Resources needed - Safety - Communication - Appropriateness to individuals - Methodology to be used - Demonstration - Group work - Individual contribution - Feedback methods	Deliver a creative activity with a group or individual											
Types of creative activities and their benefits	Benefits of creative activities: - Physical benefits - Intellectual benefits - Emotional benefits - Social/moral benefits	Skills/personal qualities required to encourage participation	Examples of skills/personal qualities required to encourage participation: - Patience - Cheerfulness - Caring - Respect			Recall of Ro32 used within Do now task									
	Recall of Ro32 used within Do now task				Recall of Ro32 used within Do now task										
Prior Domains: Knowledge of PIES		Prior Domains: Different activities – may not know th category they fall into		Prior Domains: Different activities – may not know the category they fall into Qualites which improve care		Prior Domains: All of RO32 content									
 Spiritual, Moral, Social Cultural (SMSC) seeds: Lessons are developed to allow opportunities for students to be creative and resilient and allow for development and reflection of their progress, supported by teacher feedback. Throughout Health & Social Care students are led to work in different groupings, encouraging students to accept one another and learn to work alongside each another as a team.						 Spiritual, Moral, Social Cultural (SMSC) seeds: Students develop an understanding of concepts related to equality, diversity and rights in health and social care and can gain knowledge of discriminatory practice and means of combatting this. Students in HSC are taught that different people hold different views about right and wrong but should									

			always comply with the fundamental British law of this country, particularly when studying relevant HSC legislation and codes of practice.		
British Values Links: Develop self-esteem, knowledge and self-confidence when leading activities			British Values Links: Enables Students to understand and respect the civil and criminal law if measures aren't put into place Encourages Students to take responsibility for their behaviour, show initiatives and to understand how they can positively contribute to the local wider area. Enable Students to distinguish between right and wrong Understanding that we all don't share the same beliefs and values. Respecting those values, ideas and beliefs of others whilst not imposing our own onto them.	British Values Links:	British Values Links:
Reading, Speaking and Writing foci: Writing: applying knowledge learnt to different H&SC settings and to coursework. Creating word documents and posters to display coursework Reading: research of creative activities. Class reading and reading of resources Speaking: class discussions and leading activities			Reading, Speaking and Writing foci: Writing: applying knowledge learnt to different H&SC settings. Answering questions using PEEL. Applying understanding to short and long answer questions. Reading: reading of revision guide, resources and reading and answering exam questions. understanding command words. Speaking: peer and class Q&A	Reading, Speaking and Writing foci:	Reading, Speaking and Writing foci:
Numeracy foci: Opportunities to plan and lead numeracy led activities			Numeracy foci: Asking mathematical questions • How could you sort these.....? • How many ways can you find to ? • What happens when we ? • How many different can be found? • What is the same/different? • Can you group these in some way? Is there a pattern?	Numeracy foci:	Numeracy foci:
Inter-disciplinary links: Links with ideas for creative activities such as ideas based on lesson sin art, writing, textiles, drama			Inter-disciplinary links: Links with keeping yourself safe – ethics Links with safeguarding – PSHE/assemblies	Inter-disciplinary links:	Inter-disciplinary links:
Curriculum Product(s): NEA written assessment (optional unit)	Curriculum Product(s): NEA written assessment (optional unit)	Curriculum Product(s): NEA written assessment (optional unit)	Curriculum Product(s): External exam – 70 minutes Externally assessed	Curriculum Product(s):	Curriculum Product(s):