



Health and Social Care Department Curriculum Overview

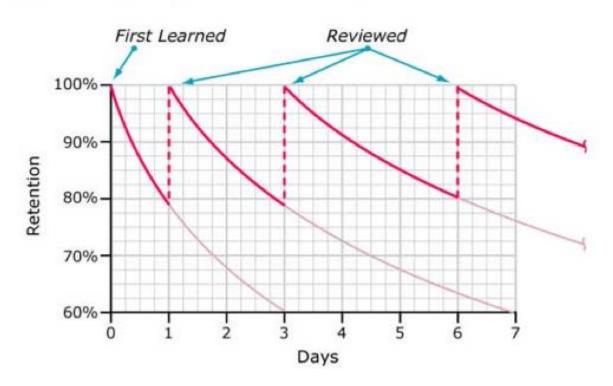
Curriculum Intent:

"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

				1	Year 1					1		
	mn Term 1A	Autumn Term 1B			g Term 2A	· · ·	g Term 2B		ner Term 3A	Summer Term 3B		
TOPIC TITLE: Ro34: Creative and therapeutic activities		TOPIC TITLE: Ro34: Creative and therapeutic activities		TOPIC TITLE: Ro34: Creative and therapeutic activities		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)	
Types of therapies used in health and social care Types of creative activities Types of creative activities and their benefits	Types of therapies: Sensory Cognitive Expressive Physical Benefits: Physical Intellectual Emotional Social Types of creative activities Physical Intellectual/ cognitive Emotional Social Social Sensory Imaginative Benefits of creative activities: Physical Emotional Social Sensory Imaginative Benefits of creative activities: Physical benefits Emotional benefits Social/moral benefits	Factors that affect the selection of a creative activity Aims of the creative activity Skills/personal qualities required to encourage participation	Individual abilities: Physical Intellectual Emotional Social Gender Benefit of the activity to the individual 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 Examples of skills/personal qualities required to encourage participation: Patience Cheerfulness Caring Respect 	Introduce live assignment – material released June <u>Working NEA live assessment tasks 1-3</u> Deliver a creative activity with a group or individual	Application of knowledge Introduce the activity: Aim(s) Content Settle the individuals so that they are prepared to carry out the activities Supervise Collect feedback from participant	The rights of service users in health and social care settings The benefits to service users' health and wellbeing when their rights are maintained Person-centred values and how they are applied by service providers	Types of care settings: Health Social care The rights: Choice Confidentiality Consultation Equal and fair treatment Protection from abuse and harm Benefits Empowerment Self esteem Trust Self esteem Trust Service users' needs are met Person-centred values: Individuality Choice Rights Independence Privacy Dignity Respect Partnership Encouraging decision making of	Qualities of a service practitioner Benefits of person- centred values Effects on service users' health and wellbeing if person- centred values are not applied	The 6c's : Choice Individuality Rights independence Privacy Dignity Respect Partnership Encouraging decision making of service user Benefits for service providers of applying person centred values Benefits for service users of having the person-centred values applied Effects: Physical Intellectual Emotional Social	Effective communication in health and social care settings The importance of effective communication in health and social care settings Protecting service users and service providers in health and social care settings	Types of communication: Verbal Non-verbal Active listening Special methods Importance: 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 The impact of poor communication skills 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: Knowledge of PIES	Prior Domains: Different activities – may not know the catergory they fall into	Prior Domains: Different activitie the catergory the Qualites which ir		Prior Domains: Health and social of settings/examples		Prior Domains: PIES How to communicate e Different way of comm	
reflection of their progress, supp	opportunities for students to be creative and re ported by teacher feedback. e students are led to work in different grouping			Students develop can gain knowledg Students in HSC ar with the fundame practice.	ge of discriminatory p re taught that differen ntal British law of this	SMSC) seeds: concepts related to equa ractice and means of con nt people hold different s country, particularly wh d to be made accessible	vie vie vher
British Values Links: Develop self-esteem, knowledge	e and self-confidence when leading activities			Encourages Studer positively contribu Enable Students to Understanding that	to understand and reants to take responsibility to take responsibility to the local wider or distinguish betweer	n right and wrong the same beliefs and valu	sho
display coursework	rnt to different H&SC settings and to coursewo tivities. Class reading and reading of resources	rk. Creating word docume	nts and posters to	Reading, Speaking Writing: applying I Applying understa	g and Writing foci: knowledge learnt to c nding to short and lo of revision guide, resc	different H&SC settings. Annu answer questions. Durces and reading and a	
Numeracy foci: Opportunities to plan and lead n	umeracy led activities			How couldHow many	sking mathematical q d you sort these? y ways can you find to pens when we	o ?	

e effectively munication	Prior Domains: Examples/ways o safe	f keeping someone

uality, diversity and rights in health and social care and ombatting this.

t views about right and wrong but should always comply when studying relevant HSC legislation and codes of

le and analyse the impact when communication process

inal law if measures aren't put into place r, show initiatives and to understand how they can

lues. Respecting those values, ideas and beliefs of others

. Answering questions using PEEL.

answering exam questions. understanding command

	 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 ideas for creative activities such as ideas based on lesson sin art, writing, textiles, drama	Inter-disciplinary links: Links with keeping yourself safe – ethics NEA interview – links with English and using good clarity, tone a
	Curriculum Product(s): External exam – 70 minutes Externally assessed

					Year 11						
Autumn Term 1A Autumn Term 1B		Spring Term 2A		Spring Term 2B		Summer Term 3A		Summer Term 3B			
TOPIC TITLE: RO33: Life stages and TOPIC TITLE: RO33: Life stages and events		TOPIC TITLE: RO33: Life stages and events		TOPIC TITLE: Ro32: Protecting service users and		TOPIC TITLE:		TOPIC TITLE:			
events				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)	•	Domains (Core knowledge and skills)	•	Domains (Core knowledge and skills)

and pace (speaking assessment – end of year 11)

Life stages	Life stages and key	Life stages and	Factors:	Impacts that life	Impacts:			
and	milestones of	development	Physical	events have on	Physical		Exam: May	Revision of whole content of
development	growth and		Social	individuals	Intellectual		series	Ro32
acterophicit	development for		Emotional					
	•						NEA unit	
	age groups:		Economic		Social		entered May	
	• 4-10 years		Cultural		Financial		series	
	(childhood)		 Environmental 					
	 11-18 years 	Life events and						
	(adolescence)	their impacts on	Expected and unexpected	Working NEA	Identifying individual	ľs 🛛		
	• 19-45 years	individuals	life events	live assessment	needs based on the			
	(young		Physical events	Task 2a and 2b	impacts of life events	s		
	adulthood)		Relationships changes			-		
	• 46-65 years							
	(middle		Life circumstances					
	•							
	adulthood)		Expected and unexpected					
	• 65+ years (older		life events					
	adulthood)		 Physical events 					
			Relationship changes		Application of			
	PIES development:	Sources of	Life circumstances		knowledge			
	Physical	support that		NEA submit				
Life stages	 Intellectual 	meet individuals		June series				
and	Emotional	needs						
development								
	Social							
Working NEA live assessment Task 1	Recall of Ro32 used within Do now tasks	Working NEA live assessment Task 1	Recall of Ro32 used within Do now task		Recall of Ro32 used within Do now task			
Prior Domains:		Prior Domains:		Own observations	s and personal		Prior Domains:	
May have some	e knowledge of PIES	Own observations	and personal experiences of	experiences of life	e events.		All of RO32 cont	ent
developments	linked to their own	life events.		Knowledge of PIE	S			
personal and fa	mily observations	Knowledge of PIES						
Cnir	itual, Moral, Social Cul	ltural (SMSC) coode				t	Spiritual Maral	Social Cultural (SMSC) seeds:
-			in human needs that occur in	these cultures and	societies.		•	
							•	inderstanding of concepts
Students will de	evelop their understan	ding of and respect f	for the different needs people	have and the effec	t it may have on			versity and rights in health and
their health and	•						-	in knowledge of discriminatory
	č					•	tice and means of	-
								ught that different people hold
								right and wrong but should
						alway	ys comply with th	e fundamental British law of this
						coun	try, particularly w	hen studying relevant HSC
						legisl	ation and codes of	of practice.

British Values Links:			British Values Links:	British Values Links:	British Values Links:
Know the factors that affect equal	ity and inclusion of individuals.		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 fo	ci:		Reading, Speaking and Writing foci:	Reading, Speaking and	Reading, Speaking and Writing
Writing: applying knowledge learn	t to different H&SC settings and to coursev	vork	Writing: applying knowledge learnt to different H&SC	Writing foci:	foci:
Reading: research of different sett	ings and applying to settings		settings. Answering questions using PEEL.		
Speaking: group and individual dis	cussions and class contributions		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:			Numeracy foci: Asking mathematical questions	Numeracy foci:	Numeracy foci:
Opportunities for use of flow char	ts to present work and identifying correct s	teps			
			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?		
			le there a nottern?		
Inter-disciplinary links:			Is there a pattern? Inter-disciplinary links:	Inter-disciplinary links:	Inter-disciplinary links:
	factors such as oconomic and anyiranment	al which influence development of a child such as	Links with keeping yourself safe – ethics	inter-uscipilitary links:	
location, access to services.		a which influence development of a child such as	Links with safeguarding – PSHE/assemblies		
•	dividual dovolone cuch as pubarty, bedy sh	anges (sovered in more detail year 10)			
Science – nie stages dnu now an if	dividual develops such as puberty, body ch	anges (covered in more detail year 10)			
•					
Links with PSHE – relationships an		Curriculum Product(c):	Curriculum Product(s):	Curriculum Broduct(c)	Curriculum Product(c)
Links with PSHE – relationships an Curriculum Product(s):	Curriculum Product(s):	Curriculum Product(s):	Curriculum Product(s):	Curriculum Product(s):	Curriculum Product(s):
Links with PSHE – relationships an		Curriculum Product(s): NEA written assessment	Curriculum Product(s): External exam – 70 minutes Externally assessed	Curriculum Product(s):	Curriculum Product(s):