

## Health and Social Care Department Curriculum Overview

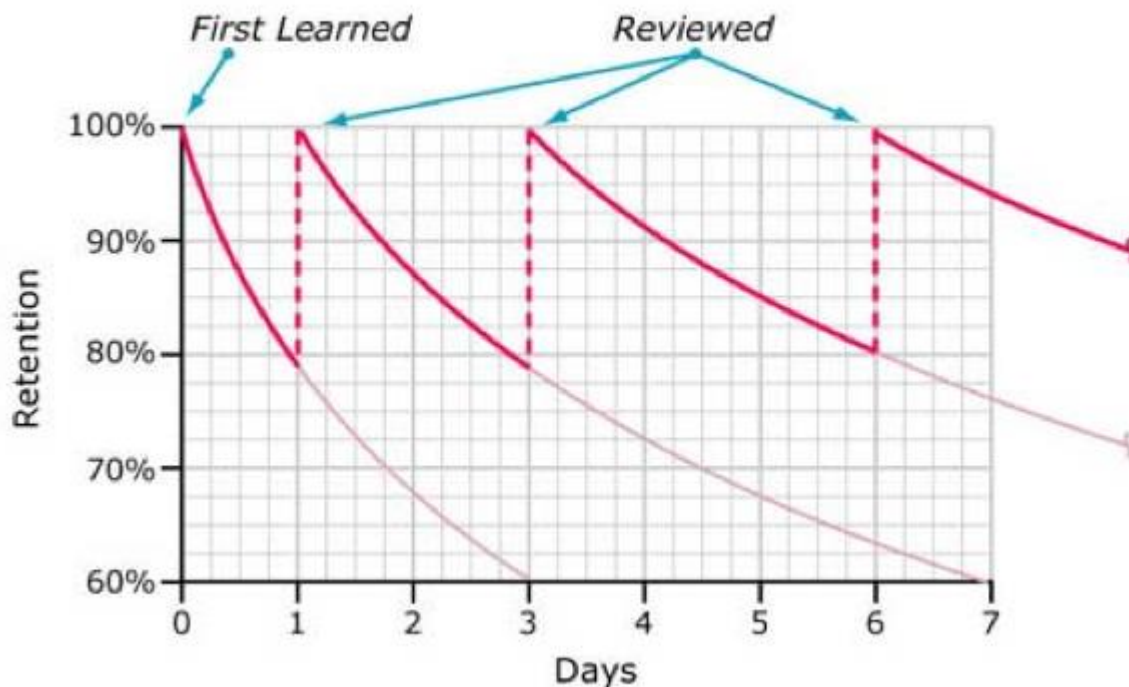
### Curriculum Intent:

*“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





						Qualities of a service practitioner, the 6Cs: <ul style="list-style-type: none"> <li>• Care</li> <li>• Compassion</li> <li>• Competence</li> <li>• Communication</li> <li>• Courage</li> <li>• Commitment</li> </ul>				
<b>Prior Domains:</b> Knowledge of PIES	<b>Prior Domains:</b> Different activities – may not know the category they fall into	<b>Prior Domains:</b> Different activities – may not know the category they fall into  Qualities which improve care	<b>Prior Domains:</b> Health and social care settings/examples	<b>Prior Domains:</b> PIES How to communicate effectively Different way of communication	<b>Prior Domains:</b> Examples/ways of keeping someone safe					
 <b>Spiritual, Moral, Social Cultural (SMSC) seeds:</b> 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 other as a team.						 <b>Spiritual, Moral, Social Cultural (SMSC) seeds:</b> 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				
<b>British Values Links:</b> Develop self-esteem, knowledge and self-confidence when leading activities						<b>British Values Links:</b> 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.				
<b>Reading, Speaking and Writing foci:</b> 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						<b>Reading, Speaking and Writing foci:</b> 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				
<b>Numeracy foci:</b> Opportunities to plan and lead numeracy led activities						<b>Numeracy foci:</b> Asking mathematical questions <ul style="list-style-type: none"> <li>• How could you sort these.....?</li> <li>• How many ways can you find to ..... ?</li> <li>• What happens when we ..... ?</li> </ul>				



<p><b>Life stages and development</b></p>	<p>Life stages and key milestones of growth and development for age groups:</p> <ul style="list-style-type: none"> <li>• 4-10 years (childhood)</li> <li>• 11-18 years (adolescence)</li> <li>• 19-45 years (young adulthood)</li> <li>• 46-65 years (middle adulthood)</li> <li>• 65+ years (older adulthood)</li> </ul> <p>PIES development:</p> <ul style="list-style-type: none"> <li>• Physical</li> <li>• Intellectual</li> <li>• Emotional</li> <li>• Social</li> </ul> <p>Recall of Ro32 used within Do now tasks</p>	<p><b>Life stages and development</b></p> <p><b>Life events and their impacts on individuals</b></p> <p><b>Sources of support that meet individuals needs</b></p> <p><u>Working NEA live assessment Task 1</u></p>	<p>Factors:</p> <ul style="list-style-type: none"> <li>• Physical</li> <li>• Social</li> <li>• Emotional</li> <li>• Economic</li> <li>• Cultural</li> <li>• Environmental</li> </ul> <p>Expected and unexpected life events</p> <ul style="list-style-type: none"> <li>• Physical events</li> <li>• Relationships changes</li> <li>• Life circumstances</li> </ul> <p>Expected and unexpected life events</p> <ul style="list-style-type: none"> <li>• Physical events</li> <li>• Relationship changes</li> <li>• Life circumstances</li> </ul> <p>Recall of Ro32 used within Do now task</p>	<p><b>Impacts that life events have on individuals</b></p> <p><u>Working NEA live assessment Task 2a and 2b</u></p> <p><b>NEA submit June series</b></p>	<p>Impacts:</p> <ul style="list-style-type: none"> <li>• Physical</li> <li>• Intellectual</li> <li>• Emotional</li> <li>• Social</li> <li>• Financial</li> </ul> <p>Identifying individual's needs based on the impacts of life events</p> <p>Application of knowledge</p> <p>Recall of Ro32 used within Do now task</p>	<p><b>Exam: May series</b></p> <p><b>NEA unit entered May series</b></p>	<p>Revision of whole content of Ro32</p>				
<p><b>Prior Domains:</b> May have some knowledge of PIES developments linked to their own personal and family observations</p>	<p><b>Prior Domains:</b> Own observations and personal experiences of life events. Knowledge of PIES</p>	<p>Own observations and personal experiences of life events. Knowledge of PIES</p>	<p><b>Prior Domains:</b> All of RO32 content</p>								
<p> <b>Spiritual, Moral, Social Cultural (SMSC) seeds:</b> They will learn to respect and understand the differences in human needs that occur in these cultures and societies.</p> <p>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.</p>					<p> <b>Spiritual, Moral, Social Cultural (SMSC) seeds:</b> 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.</p>						

<b>British Values Links:</b> Know the factors that affect equality and inclusion of individuals.			<b>British Values Links:</b> 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.	<b>British Values Links:</b>	<b>British Values Links:</b>
<b>Reading, Speaking and Writing foci:</b> 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			<b>Reading, Speaking and Writing foci:</b> 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	<b>Reading, Speaking and Writing foci:</b>	<b>Reading, Speaking and Writing foci:</b>
<b>Numeracy foci:</b> Opportunities for use of flow charts to present work and identifying correct steps			<b>Numeracy foci:</b> Asking mathematical questions <ul style="list-style-type: none"> <li>• How could you sort these.....?</li> <li>• How many ways can you find to ..... ?</li> <li>• What happens when we ..... ?</li> <li>• How many different ..... can be found?</li> <li>• What is the same/different?</li> <li>• Can you group these ..... in some way?</li> </ul> Is there a pattern?	<b>Numeracy foci:</b>	<b>Numeracy foci:</b>
<b>Inter-disciplinary links:</b> 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			<b>Inter-disciplinary links:</b> Links with keeping yourself safe – ethics Links with safeguarding – PSHE/assemblies	<b>Inter-disciplinary links:</b>	<b>Inter-disciplinary links:</b>
<b>Curriculum Product(s):</b> NEA written assessment	<b>Curriculum Product(s):</b> NEA written assessment	<b>Curriculum Product(s):</b> NEA written assessment	<b>Curriculum Product(s):</b> External exam – 70 minutes Externally assessed	<b>Curriculum Product(s):</b>	<b>Curriculum Product(s):</b>