Health and Social Care Department Curriculum Overview
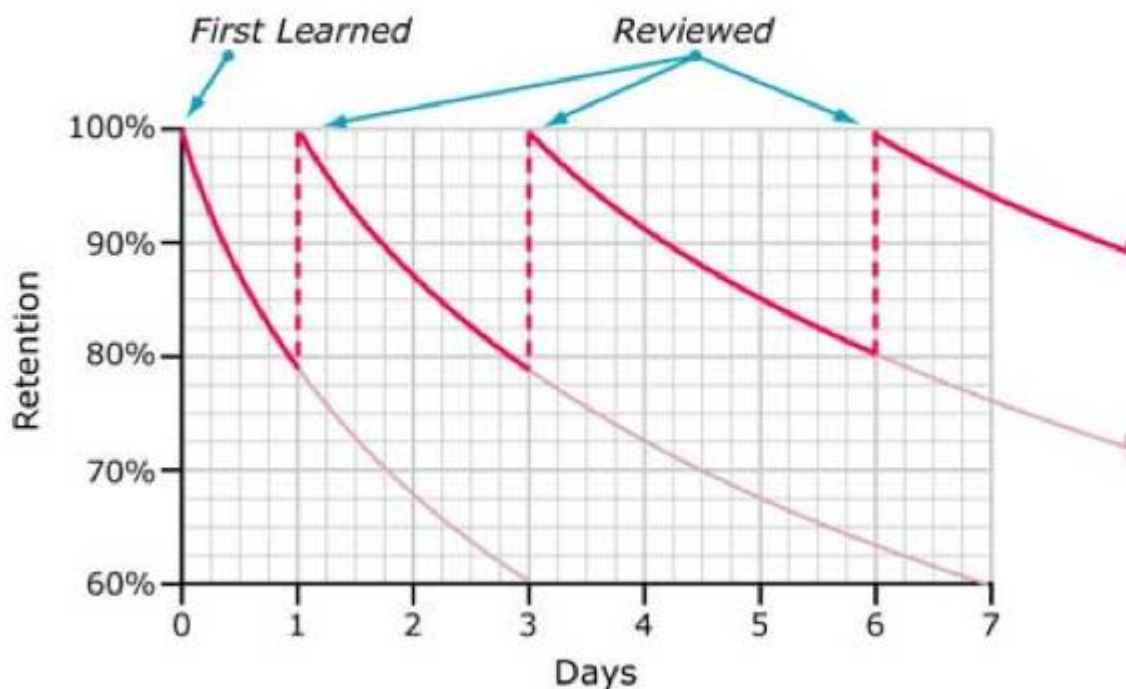
Curriculum Intent:

"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: 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 • Sensory • Imaginative Benefits of creative activities: • Physical benefits • Intellectual 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 **Working NEA live assessment tasks 1-3** 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 • Service users' needs are met Person-centred values: • Individuality • Choice • Rights • Independence • Privacy • Dignity • Respect • Partnership • Encouraging decision making of service user	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 activities – may not know the catergory they fall into Qualites which improve care	**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:

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.

Students also explore how services need to be made accessible and analyse the impact when communication process fails

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.

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

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?		

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 and pace (speaking assessment – end of year 11)
	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 events		**TOPIC TITLE: RO33: Life stages and events**		**TOPIC TITLE: RO33: Life stages and events**		**TOPIC TITLE: Ro32: Protecting service users and service providers in health and social care settings**		**TOPIC TITLE:**		**TOPIC TITLE:**	
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 development** **Working NEA live assessment Task 1**	Life stages and key milestones of growth and development for age groups: • 4-10 years (childhood) • 11-18 years (adolescence) • 19-45 years (young adulthood) • 46-65 years (middle adulthood) • 65+ years (older adulthood) PIES development: • Physical • Intellectual • Emotional • Social Recall of Ro32 used within Do now tasks	**Life stages and development** **Life events and their impacts on individuals** **Sources of support that meet individuals needs** **Working NEA live assessment Task 1**	Factors: • Physical • Social • Emotional • Economic • Cultural • Environmental Expected and unexpected life events • Physical events • Relationships changes • Life circumstances Expected and unexpected life events • Physical events • Relationship changes • Life circumstances Recall of Ro32 used within Do now task	**Impacts that life events have on individuals** **Working NEA live assessment Task 2a and 2b** **NEA submit June series**	Impacts: • Physical • Intellectual • Emotional • Social • Financial Identifying individual's needs based on the impacts of life events Application of knowledge Recall of Ro32 used within Do now task	**Exam: May series** **NEA unit entered May series**	Revision of whole content of Ro32
Prior Domains: May have some knowledge of PIES developments linked to their own personal and family observations		**Prior Domains:** Own observations and personal experiences of life events. Knowledge of PIES		Own observations and personal experiences of life events. Knowledge of PIES		**Prior Domains:** All of RO32 content	

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.

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.	**British Values Links:**	**British Values Links:**
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	**Reading, Speaking and Writing foci:**	**Reading, Speaking and Writing foci:**
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?	**Numeracy foci:**	**Numeracy foci:**
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 Links with safeguarding – PSHE/assemblies	**Inter-disciplinary links:**	**Inter-disciplinary links:**
Curriculum Product(s): NEA written assessment	**Curriculum Product(s):** NEA written assessment	**Curriculum Product(s):** NEA written assessment	**Curriculum Product(s):** External exam – 70 minutes Externally assessed	**Curriculum Product(s):**	**Curriculum Product(s):**