



Health and Social Care Curriculum Plan

Year 10

	Autumn	Spring	Summer
Unit/Topics	R035 <ul style="list-style-type: none"> The importance of a healthy society Public health challenges for society Current health promotion campaigns and their benefits Factors influencing health and wellbeing. Leading a healthy lifestyle Barriers to leading a healthy lifestyle. How to plan a health promotion campaign How to deliver a health promotion campaign How to evaluate own performance 	R033 <ul style="list-style-type: none"> Life stages and key milestones of growth and development for age groups PIES development across the life stages Factors affecting growth and development across the life stages. How the growth and development of an individual is affected Expected and unexpected life events Impacts that life events have on individuals. Identifying individual’s needs based on the impacts of life events 	R033 <ul style="list-style-type: none"> Sources of support How practitioners meet individual needs Research and recommend personalised support based on individual needs
Key Assessment	<ul style="list-style-type: none"> Formative assessment and whole class feedback is given in line with JCQ guidance. 	<ul style="list-style-type: none"> Formative assessment and whole class feedback is given in line with JCQ guidance. 	<ul style="list-style-type: none"> Formative assessment and whole class feedback is given in line with JCQ guidance.
Why is it studied?	<p>To start the course this piece of coursework is seen as a subtle introduction. The students will gain an understanding of what is expected using the marking criteria and command words. Knowledge gained such as PIES, factors and barriers will be used synoptically across KS4. The health promotion campaign is chosen by the student from a choice of two. Students will be introduced to skills of communication and evaluation which will be used throughout the whole of the course. Knowledge gained will be used in KS5 for Unit 24 which is a Public Health piece. Communication is the main skill that is used throughout all units and therefore with confidence will improve.</p>	<p>The second piece of coursework builds on the skill of evaluation, research and communication. These skills build on previous coursework. Knowledge of PIES, factors and barriers are used again but context is slightly different. This piece of coursework gives students the opportunity to investigate and look at life choices that individuals make. This can be someone they know or a celebrity. They are asked to interview them to find out more information and help support the coursework with actual life events and understanding. The knowledge of PIES and impacts are taught again in Unit 2. Same knowledge is taught but level of answer expected is higher for Unit 2. Research skills specifically are taught early on and these will increase throughout the</p>	<p>These topics are a continuation to complete the piece of coursework. Students need to research available support that is out there and then decide what best support to offer their person with reasons for this as to why this support may benefit them. Students are expected to use person centred values including these in how practitioners will support them, these will then be taught again for the exam units.</p>

		units taught. Independent research will then be used in the final piece of coursework in Year 13.	
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Year 11

	Autumn	Spring	Summer
Unit/Topics	R032 <ul style="list-style-type: none"> Types of care settings The rights of service users The benefits to service users' health and wellbeing when their rights are maintained. Person-centred values and how they are applied by service providers. Benefits of applying the person-centred values Effects on service users' health and wellbeing if person-centred values are not applied 	R032 <ul style="list-style-type: none"> The importance of verbal communication skills in health and social care settings The importance of non-verbal communication skills in health and social care settings The importance of active listening in health and social care settings The importance of special methods of communication in health and social care settings The importance of effective communication in health and social care settings Safeguarding Infection prevention Safety procedures and measures 	
Key Assessment	<ul style="list-style-type: none"> Knowledge review test at the end of each topic area. Formative assessment used to identify knowledge and skill gaps which leads to topics being re-visited. Do now tasks to embed knowledge and promote retrieval. April PPE – Year 11 	<ul style="list-style-type: none"> Knowledge review test at the end of each topic area. Formative assessment used to identify knowledge and skill gaps which leads to topics being re-visited. Do now tasks to embed knowledge and promote retrieval. April PPE – Year 11 	
Why is it studied?	The exam is taught at the end of the coursework as the terminal rule now applies. It does build on the knowledge from coursework such as person-centred values and PIES. This qualification will help	These topics are a continuation on the specification of what should be taught – the knowledge requires greater depth and understanding especially the communication and the impact of it. Students	



	<p>students to develop and to understand the importance of effective communication skills when working in these settings. Communication was used in both pieces of coursework for interview and presentation. They will also develop the skills needed to ensure a safe and hygienic environment for those in care. Knowledge such as ‘Rights’ are an important part of Unit 2 exam – these are the same rights taught but a higher level of question will be asked.</p>	<p>will also develop the skills needed to ensure a safe and hygienic environment for those in care.</p>	
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Year 12

	Autumn	Spring	Summer
Unit/Topics	<p>Unit 3 Exam</p> <p>This unit introduces students to health, safety and security in health and social care. They will acquire the necessary knowledge and skills to equip you in maintaining a safe working environment for themselves, their colleagues and individuals who require care and support. Students will learn how legislation, policies and procedures work to reduce risks in health and social care and the consequences of not following them. They will also learn how to respond to different incidents and emergencies with health and social care settings.</p>	<p>Unit 2 Exam</p> <p>This unit will help students to understand the implications of diversity on practice and also the effects of discriminatory practice on individuals who require care or support. Students will also gain an appreciation of how legislation and national initiatives can support and promote anti-discriminatory practice. Strategies used to promote equality, respect diversity and support individuals’ rights will be examined. They will develop the ability to recognise both good and discriminatory practice in care situations.</p> <p>Unit 1 CW</p> <p>This unit aims to introduce students to the many different relationships that they will encounter within the health and social care sector, whether with colleagues, senior members of staff, other professionals within the sector or individuals who require care and support.</p>	<p>Unit 24</p> <p>Through this unit students will develop an understanding of the ways public health and wellbeing is promoted in order to benefit society as a whole and to reduce health inequalities. They will gain an understanding of current public health strategies and initiatives and consider the effectiveness and the implications of health policy for the wider population.</p>
Key Assessment	<ul style="list-style-type: none"> Two assessment per half term based on each LO. 	<ul style="list-style-type: none"> Two assessment per half term based on each LO. 	<ul style="list-style-type: none"> Coursework marking and verbal feedback to whole class.



	<ul style="list-style-type: none"> • Model answers using feedback from exam board. • PPE at the end of the Unit 	<ul style="list-style-type: none"> • Model answers using feedback from exam board. • PPE at the end of the Unit • Coursework marking and verbal feedback to whole class. • Moderation of work with visiting moderator coming into school • Witness statement completed for the role play scenario – attached to final piece of coursework. 	<ul style="list-style-type: none"> • Moderation of work with visiting moderator coming into school
Why is it studied?	<p>This unit is a good transition from GCSE writing to A Level It helps with the transition as the unit can be learnt alongside real life examples that make the knowledge more relevant to students.</p> <p>Recall a wide range of information.</p> <p>Learners will be required to analyse the situation then recommend, and justify, the correct course of action to take – this may be for the practitioner involved, the individuals who require care and support or the service provider.</p> <p>Learners will have to apply their knowledge of health and safety, and security to evaluate the given scenario in a context to produce a response relevant to that setting.</p>	<p>Unit 2 Exam</p> <p>Learners will develop judgement and decision-making skills to choose appropriate responses to care situations and determine a course of action to promote the equality, diversity and rights of individuals in care settings.</p> <p>Many of the questions will be context-based where learners will be expected to demonstrate their understanding through questions that require skills of analysis and evaluation in particular contexts.</p> <p>Unit 1 Coursework</p> <p>This unit will apply communication and relationships building skills in a practical way, considering how different factors, including context, can impact on the building of positive relationships. Students will also be introduced to the concept of the person – centred approach</p>	<p>A short coursework module which can be completed before the summer term. It continues with skills such as Analysis for the distinction task. This piece builds on research with more of a focus on independence so that they can gradually use research skills to support the coursework submitted.</p>



		which will help with their <i>relationship building skills.</i>	
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Year 13

	Autumn	Spring	Summer
Unit/Topics	Unit 4 <ul style="list-style-type: none"> Cardiovascular system, malfunctions and the impact on individuals Respiratory system, malfunctions and the impact on individuals Digestive system, malfunctions and the impact on individuals Musculoskeletal system, malfunctions and the impact on individuals Control and regulatory systems, malfunctions and the impact on individuals 	Unit 13 This unit will look at the development from conception to a one-year-old child. On successful completion students will have a sound understanding of the importance of sexual health and contraception. They will understand pre-natal health and the various stages of pregnancy and the factors that could have an impact.	
Key Assessment	<ul style="list-style-type: none"> Two assessment per half term based on each LO. Model answers using feedback from exam board. PPE at the end of the Unit Do Now Tasks 	<ul style="list-style-type: none"> Coursework marking and verbal feedback to whole class. Moderation of work with visiting moderator coming into school 	
Why is it studied?	This unit is taught here so that going into the summer of Year 13 they do not have any exams. This exam will be taken in the January of their final year. This exam is the hardest across the course and therefore is taught as a stand-alone unit, which means that focus can be just on the knowledge and skills needed for this. In order to allow learners to access all grades from pass through merit to distinction, the questions will test knowledge, comprehension, understanding, <i>research</i> and <i>analysis</i> as well as <i>evaluative skills</i> .	The final unit of the course is a coursework module. This is an interesting and heavily researched piece of research. It is a module that keeps students’ interest especially in the final few months of the course. It is very independent, and students are given the freedom to complete at the pace they can (within reason). This sets them up well going off to university where they are expected to be more independent in their studies.	



