



Curriculum Plan – Health and Social Care

*Called as God's family,
we strive to achieve our personal best,
by living and learning in Christ.*

Department Mission Statement - : Health and Social Care is a subject that I am extremely passionate about and show this through my commitment to not only delivering engaging, fun and relevant lessons but also my commitment to every student that comes through my door. The practical element makes the course accessible for all of my students whatever their ability. Alongside practical skills students are expected to demonstrate in depth, research, analytical and evaluative skills that are invaluable, not only for academic success but also useful beyond the classroom. Students are introduced to these skills when they start studying Health and Social Care in Year 9 through to GCSE and A Level.

(What do you want pupils to gain from studying your subject? How will it prepare them for later life and/or the next stage if their education? What skills and knowledge are developed? How are these sequenced together across the year groups and key stages? How is the local context of the school reflected in the curriculum of your subject?).

Key Stage 3 Knowledge and Skills Requirement (What knowledge and skills do pupils need to gain by the end of year 9?)

| Knowledge To Be Built | Skills To Be Developed |
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| Practitioner/Setting/Service User Understanding communication and how it is used Verbal/Non Verbal/Specialist Barriers to communication and what should be done to help people Life stages PIES (Physical, Intellectual, Emotional, Social) Growth and Development and the effects on individuals | Identification of Key terms Sound spelling How to write fully developed examples all related to Health, Social and Early Years Settings Use research techniques to back up information |



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Key Stage 4 Knowledge and Skills Requirement (What knowledge and skills do pupils need to gain by the end of year 11?)

| Knowledge To Be Built | Skills To Be Developed |
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| <p>Essential Values of Care for use with individuals in care settings (Exam)</p> <p>Communicating and working with individuals in health, social and early years settings (coursework)</p> <p>Understand the nutrients needed for good health (coursework)</p> <p>Using basic first aid procedures (coursework)</p> | <p>How to write an extended examination answer</p> <p>Perceptively analyse health, social care and early years care situations</p> <p>Evaluate the impact of health, social care and early years provision</p> <p>Use techniques efficiently to search for, select and store appropriate information effectively, in a wide variety of contexts</p> <p>Create solutions which demonstrate detailed consideration for individuals</p> <p>Recall a wide range of information</p> <p>ICT Skills</p> |

Key Stage 5 Knowledge and Skills Requirement (What knowledge and skills do pupils need to gain by the end of year 13?)

| Knowledge To Be Built | Skills To Be Developed |
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| <p><u>Year 12</u></p> <p>Building positive relationships (coursework)</p> <p>Health, Safety and Security in health, social care and early years settings</p> <p>Equality and Diversity in health, social care and early years settings</p> <p><u>Year 13</u></p> <p>Anatomy and Physiology</p> <p>Sexual health reproductions & early development stages (coursework)</p> <p>Public Health (coursework)</p> | <p>Writing skills for coursework</p> <p>SPAG</p> <p>How to write and extended examination answer</p> <p>Research</p> <p>Recall a wide range of information</p> <p>ICT skills</p> |



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| Year Group | Scheme of Work | Knowledge Gained (Including How It Builds on Previous Knowledge Gained) | Skills Developed ((Including How It Builds on Previous Skills Gained) | Assessment of knowledge and skills |
| 9 | Rotation scheme – 15 lessons | Scheme is created for a basis so that Year 9 gain an understanding of Health & Social Care – no previous knowledge gained. Consists of 2 assessments. Students gain knowledge of Practitioners/service users and settings. Communication is important and students will identify ways that should be used in different settings to communicate effectively. Knowledge of PIES to show how individuals can be impacted by the way that they are treated. Knowledge of legislation and what it is and who can enforce it? | Students will carry out several tasks such as research to help them collate and gather information. Students will be taught the skills to help them develop answers for longer questions and how to develop logical examples. ICT skills and communication skills will also be shown | <p>Written task for Communication</p> <p>Written task for PIES using research skills</p> |
| 10 | R022 Communication – C/W | Sept - February: Communication coursework, some content covered in Year 9 at a more basic level. Examples for Health and Social settings covered across all coursework. Qualities and Barriers identified within settings. Students will also show how they communicate in a role play situation. | <p>Through this unit learners will gain an understanding of the different types of communication, the importance of good communication, the factors that influence effective communication and ways to overcome barriers, and an understanding of the qualities that contribute to effective practical care. These are transferable skills that can be used in everyday life.</p> <p>Students will also demonstrate that they have those effective communication skills that are needed</p> | <p>Marking each LO – giving verbal feedback to whole class</p> <p>Also witness statement completed from a communication interaction – this will be included in coursework</p> |

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| | <p>R029 Understanding the nutrients for good health c/w</p> | <p>February - June: Nutrient coursework. Different age ranges that are looked at in Year 9. Individuals will research different diseases and how they might impact different age groups. Also government guidelines and why they are in place (EWG/5 a day)</p> <p>Knowledge of nutritional needs for Coeliac, IBS & Diabetes – 2 day dietary plan created and meal cooked. What is best for the individual? What helps them to control the disease/illness that they have</p> | <p>to work in a health, social care or early years setting. Synoptic assessment</p> <p>Research will be used to find how nutrients will impact on different age groups and why people need what? Research and detailed examples of diseases that can impact on people and their health and well-being. Students will also have the opportunity to show their practical cooking skills, this will be shown when making a meal for their chosen individual, once this has been discussed with them (communication). Synoptic assessment</p> | <p>Marking each LO – giving verbal feedback to whole class and during lessons</p> <p>Witness statement created from the meal that is cooked – completed by the teacher and reasoning given for mark to exam board</p> |
| | <p>R021 Essential Values of Care for use with individuals in care settings</p> | <p>June – end of term: Exam component started at the end of Year 10. Only a short amount covered as this has to be re looked at after the summer – but this enables summer work to be given. What are rights? What rights do service users have whilst they are in health, social or early years settings?</p> | <p>Recall a wide range of information regarding social issues</p> <p>Perceptively analyse health, social and early years care situations</p> <p>Create solutions which demonstrate detailed consideration of the requirements of people who use the services</p> | <p>Exam style questions</p> <p>Model answers</p> |
| 11 | <p>R021 Essential Values of Care for use with</p> | <p>Sept – Jan Recap of work completed before the summer. Values of care from both health and social and then early years considered, examples for each needed.</p> | <p>Understand and use a wide range of health, social care and early years terminology correctly</p> | <p>Self-assessed tests after each LO</p> <p>Exam style question</p> |



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| <p>12</p> | <p>Unit 3 Health Safety and Security</p> | <p>Sept – January This unit introduces you to health, safety and security in health and social care. You will acquire the necessary knowledge to equip you in maintaining a safe working environment for yourself, your colleagues and individuals who require care and support. You will learn how legislation, policies and procedures work to reduce risks in health and social care and the consequences of not following them. You will also learn how to respond to different incidents and emergencies with health and social care settings. Knowledge of hazards that can occur in health and social settings, where they might occur and why. Legislation that would protect individuals whilst in care and being looked after.</p> | <p>Recall a wide range of information. 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. 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>Exam questions</p> <p>Model answers using feedback from exam board</p> <p>Assessment at the end of each LO</p> <p>Mock at the end of the Unit</p> |
| | <p>Unit 2 Equality & Diversity</p> | <p>January – June Knowledge from Exam component taken at KS4 – Similar content but just stepped up to the next level with how it is applied to different contexts. Right/Care values all previously covered. Discrimination also covered in the exam content at KS4, impact on service user’s health and well-being and how to apply to questions is knowledge needed at this stage. Current legislation and national initiatives such as OFSTED and CQC. Knowledge of all parts needs to then be applied to different settings. This unit will help you to understand the implications of diversity on practice and also the effects of discriminatory practice on individuals</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>Exam questions</p> <p>Model answers using feedback from exam board</p> <p>Assessment at the end of each LO</p> <p>Mock at the end of the Unit</p> |



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| | <p>Unit 1 Building of Positive Relationships in Health, Social & Early Years Settings</p> | <p>who require care or support. You will also gain an appreciation of how legislation and national initiatives can support and promote anti-discriminatory practice.</p> <p>Different practitioners and settings identified. How positive relationships are then used in these settings to support people, both service users and practitioners.</p> <p>Factors such as verbal/non-verbal, written, specialist types all learnt. Other factors like environmental factors, spiritual factors and physical factors also learnt. Students decide on just a few to be able to show clear knowledge.</p> <p>Strategies to ensure person centred approach is known and how these build positive relationships with individuals in settings. How to communicate with an individual and then in a group. Using knowledge gained from previous LO's a script will be created and students will complete a role play taking into account different factors.</p> | <p>This unit you will apply communication and relationship building skills in a practical way, considering how different factors, including context, can impact on the building of positive relationships. You will also be introduced to the concept of the person-centred approach which will help with your relationship building skills.</p> <p>P1: Explain different types of relationships that can be built in health, social care or child care environments</p> <p>M1: Analyse the role that context plays in different relationships in health, social care and child care environments</p> <p>P2: Explain factors that can influence the building of positive relationships in health, social care or child care environments</p> <p>P3: Explain strategies to ensure a person-centred approach in health, social care or child care environments</p> | <p>Coursework marking and verbal feedback to whole class</p> <p>Moderation of work with visiting moderation coming into school</p> <p>Witness statement completed for the role play scenario – attached to final piece of coursework.</p> |
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| | | | <p>M2: Analyse how a person-centred approach supports the building of positive relationships in health, social care or child care environments</p> <p>P4: Demonstrate effective communication skills in a one-to-one interaction to build a positive relationship in a health, social care or child care environment</p> <p>P5: Demonstrate effective communication skills in a group interaction to build a positive relationship in a health, social care or child care environment</p> <p>M3: Review the effectiveness of the communication skills used during the interactions</p> <p>D1: Justify the use of reflective practice to ensure interactions build positive relationships in health, social care or child care environments</p> | |
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| 13 | Unit 4 Anatomy & Physiology | Sept – January We eat, we breathe and we control our bodies, as well as responding to the external environment, but why and how? This unit will help you to understand why these essential processes are so important in maintaining life. You will learn not only about the structure and function of some of the cells and tissues involved, but how they form organs and body systems that then have to interact to ensure that the body can provide the conditions necessary for thought, co-ordination, movement and growth. This unit aims to introduce you to the basic structure and functions of the body systems involved in everyday activities and maintenance of health, including cardiovascular, respiratory and digestive systems. Also, as individuals grow older, they are likely to be affected by malfunctions as a result of degeneration. You will understand the effects on individuals and what has to be done on a daily basis to enable them to lead as full and independent a life as possible. | In order to allow learners to access all grades from pass through merit to distinction, the questions will test knowledge, comprehension, understanding, research and analysis as well as evaluative skills. | Exam questions Model answers using feedback from exam board Assessment at the end of each LO Mock at the end of the Unit |
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| | <p>Unit 13 Sexual Health</p> | <p>January - April</p> <p>Health and wellbeing is not just relevant when you are an adult; it is just as relevant when you are a child and, as this unit demonstrates, health and wellbeing is of vital importance even before you are born. How can you be sexually healthy? What types of contraception are available? These kinds of questions are essential in contributing to an individual’s overall health and wellbeing.</p> <p>The health and wellbeing of an individual who is pregnant and the process of birth is impacted by many factors. How do you care for a new-born? What needs does a new-born have and how does this differ to a one-year-old? All these questions will be considered in this unit. This unit will look at the development from conception to a one-year-old child. On successful completion you will have a sound understanding of the importance of sexual health and contraception. You will understand pre-natal health and the various stages of pregnancy and the factors that could have an impact.</p> | <p>P1: Describe how sexually transmitted infections could affect the health and wellbeing of the individual</p> <p>P2: * Summarise ways in which an individual may be protected against unlawful and harmful sexual intercourse</p> <p>P3: Explain how a range of methods of contraception protect against pregnancy</p> <p>M1: Analyse approaches that could be taken to promote sexual health</p> <p>D1: Evaluate the effectiveness of legislation in protecting the individual against unlawful and harmful intercourse</p> <p>P4: * Explain the process of conception</p> <p>P5 : Identify disabilities which occur in utero</p> <p>P6* Describe factors that affect the health of the foetus</p> <p>M2 : Assess ways in which individuals can ensure a healthy conception takes place</p> <p>P7: Describe the stages of gestation</p> <p>P8: Explain the birth process</p> | <p>Coursework marking and verbal feedback to whole class</p> <p>Moderation of work with visiting moderation coming into school</p> |
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| | <p>Unit 24 Public Health</p> | <p>April – June</p> <p>Health and wellbeing extends further than the individual and the implication of poor health has wider impacts on a community, area and even the country. So how is public health protected? There are many external factors to good health. Clean water and limiting pollution are just two factors that have an influence on our health. An individual cannot control this so who does? Why is public health important and why do you need to know about it?</p> | <p>P9:* Identify support available to post-natal mothers</p> <p>M3: Assess the importance of post-natal care of the mother</p> <p>P10:* Explain the expected pattern of development of the baby in its first year of life</p> <p>M4: Explain positive and negative factors influencing development in the first year of life</p> <p>D2. Analyse ways in which health and social care services could influence the care and development of the baby in its first year of life</p> <p>P1: Summarise the origins of public health policy and legislation</p> <p>P2: Explain the role of national organisations and practitioners in promoting public health</p> <p>P3: Explain different strategies used to promote public health</p> <p>M1:</p> | <p>Coursework marking and verbal feedback to whole class</p> <p>Moderation of work with visiting moderation coming into school</p> |
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| | | <p>Public health is concerned with protecting and improving the health of the population, rather than focusing on the health of the individual. Through this unit you 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. You 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> | <p>Explain how organisations and practitioners work together on strategies to promote public health D1: Analyse the effectiveness of different public health strategies</p> | |
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