



Health and Social Care

Curriculum Objective

The main objective for the Health and Social Care curriculum is to inspire young people to work within services that support a wide range of people.

The Health and Social Care curriculum aims to ensure that all students:

- Are aware of the job roles and responsibilities undertaken by a range of professionals
- Aim to actively pursue a healthy lifestyle with an understanding of why this is important
- Have the knowledge to access Level 3 courses or apprenticeships in Health and Social Care (if they choose to)

Core Values and Ethos

Enjoyment and enthusiasm for the sector is at the forefront of our curriculum, with the course offering a broad and balanced range of units for study. As a department we aim to provide as many links to the industry as possible and have formed links with the local UHNM trust and Medic Mentor to offer many work experience and guest speaker opportunities.

Cultural Capital, British values, PSCE and Careers Guidance

The units covered also aim to develop the knowledge of the wider world and where and when medicines or health based practices have originated from, promoting cultural capital British values are shown throughout HSC lessons from the rule of law, the culture of the NHS compared to other countries and how all British people have the freedom of speech and the different range of human rights. The HSC area leads to many different career pathways of which students are aware. Within the curriculum, units are taught to help students gauge further understanding on career routes and progressions and link in with our whole school careers work.

National Curriculum Links

As a department we look to build upon the KS3 & KS4 national curriculum and develop links with many subject areas.

- English – Reading, writing and spoken English skills through completion of NEA assignments and communication skills topic.
- Science – Biology through NEA assignment on life stages and milestones, health and disease.
- Citizenship – The nature of rules and laws through the rights of individuals topic.
- Design and Technology – Cooking and nutrition through the health challenges topic.
- Physical Education – Benefits of physical activity through the leading healthy lifestyles topic.



Curriculum Intent

Subject: Health and Social Care Year 11

The aim of year 11 is to complete the examination unit. Students can make use of a practice examination in the January entry, with late certification available.

Opportunity for recap: Opportunities for recap will be utilised throughout the year using department topic area directed recap, 5 min recap starters to draw upon knowledge across units, recap quizzes and recap/review of assessments.

	What?	Why?
Term 1-1	<p><u>Unit R032 Topic Area 1</u></p> <ul style="list-style-type: none"> 1.1 - Types of Care Settings 1.2 - Rights of Service Users 1.3 - Rights of Service Users 1.4 - The benefits to service users' health and wellbeing when their rights are maintained <p>Recap Point - Topic Area 1</p> <p>N.B – Delivery of TA1 will start at the end of year 10 once NEA is submitted with the view to utilising January Entry.</p>	<p>Provides an insight into care settings and will give students the understanding to answer context based questions. Gives students knowledge of the rights which should be upheld for service users.</p> <p><i>Synoptic link to R033 TA2 – Supporting individuals through life events</i></p> <p>Gives an understanding of why the rights should be maintained.</p>
Term 1-2	<p><u>Unit R032 Topic Area 2</u></p> <ul style="list-style-type: none"> 2.1 – Person-centred values of care and how they are applied by service providers. 2.2 – Benefits of applying the person-centred values 2.3 – Effects on service users' health and wellbeing if person-centred values are not applied. 	<p>Introduces to the key principles that underpin work of care practitioners</p> <p>Develop an understanding of the effects on service users using 'PIES'</p>



	<p>Recap Point - Topic Area 2</p>	
Term 2-1	<p>Recap Point - Topic Area 1</p> <p>Unit R032 Topic Area 3</p> <p>3.1 - Importance of verbal communication 3.2 – Importance of non-verbal skills 3.3 – Importance of active-listening 3.4 – Importance of special communication methods 3.5 – The importance of effective communication</p> <p>Recap Point - Topic Area 3</p>	<p>Develop a thorough understanding of communication skills, their application and importance in a range of settings with service users who have diverse needs</p>
Term 2-2	<p>Recap Point - Topic Area 2</p> <p>Unit R032 Topic Area 4</p> <p>4.1 – Safeguarding 4.2 – Infection prevention 4.3 – Safety procedures and measures 4.4 – How security measures protect service users and staff</p> <p>Recap Point - Topic Area 4</p>	<p>Develop an understanding of safeguarding, and those most vulnerable. Acquire knowledge of the importance of infection prevention for different settings.</p> <p>Know the difference between procedures and measures and how these protect.</p>
Term 3-1	<p>Unit R032 Exam Preparation</p> <p>Recap of all topic areas Further development of exam technique</p>	
Term 3-2	<p>Unit R032</p> <p>Summer Examination</p>	



**Crucial Knowledge from Unit
R032**

Unit R032

- 1) The rights of service users are what everyone is legally entitled to. They are set out and supported by law.
- 2) Person centred values of care are key principles that underpin the work of those providing care and support in health and social care settings.
- 3) The six Cs are key principles which should inform every health and social care provider’s practice and enable them to provide person-centred care.
- 4) Physical effects relate to a service user’s body.
- 5) Intellectual effects relate to a service user’s thought processes such as thinking skills, understanding, learning, reasoning, comprehension and knowledge.
- 6) Emotional effects relate to a service user’s feelings.
- 7) Social effects relate to a service user’s relationship with others.
- 8) Verbal communication is the exchange of information through speech.
- 9) Non-verbal communication involves the transfer of information through the use of body language.
- 10) Safeguarding refers to the actions taken to protect a service user’s health and well-being.