



Key Stage 4 Health and Social Care Curriculum:

The curriculum in Health and social care will inspire and equip students with transferable skills that are relevant to the sector and more widely. It covers the rights of individuals, person-centred values of care, how to protect individuals in various care settings and learn about the impact of life events.

THE YEAR 10 HEALTH AND SOCIAL CARE (2022/23) CURRICULUM

	HALF TERM 1	HALF TERM 2	HALF TERM 3	HALF TERM 4	HALF TERM 5	HALF TERM 6
Unit R033: Supporting individuals through life events						
Teacher 1: Topic and learning focus	Topic Area 1: <i>Life stages and development</i>	Topic Area 1: <i>Life stages and development</i>	Topic Area 2: <i>Life events and their impacts on individuals</i>	Topic Area 2: <i>Life events and their impacts on individuals</i>	Topic Area 3: <i>Sources of support that meet individual needs</i>	Topic Area 3: <i>Sources of support that meet individual needs</i>
RO34: Creative and therapeutic activities						
Teacher 2: Topic and learning focus	Topic Area 1: <i>Types of therapies used in health and social care</i>	Topic Area 2: <i>Types of creative activities and their benefits</i>	Topic Area 3: <i>Factors that affect the selection of a creative activity</i>	Topic Area 3: <i>How to plan a creative activity to meet individual abilities</i>	Topic Area 4: <i>Skills/personal qualities required to encourage participation</i> <i>Deliver a creative activity with a group or individual</i>	Topic Area 4: <i>Deliver a creative activity with a group or individual</i> <i>Evaluation</i>
Foundational Knowledge Prior learning needed	Who are individuals? What needs may individuals have.	Know the term development and be able to understand individual needs.	Know the different factors that can cause impacts upon lives, situations and environments.	Know the planning process. Know the different factors that can cause impacts upon lives, situations and environments.	Know what support is available. Know the types of support available to those who have needs.	Know key terms and the process of evaluation.
Core Knowledge and skills	Know what factors are and how they can affect individuals and services	Know how an individual's development (PILES) can be affected by life events.	Understanding the events that happen in life and how they can leave individuals requiring support.	Be able to understand the needs of individuals and apply to the planning of an activity.	Be able to categorise the types of support. Develop research skills.	Be able to be self - critical and reflective in order to evaluate practice.
Developmental Knowledge and Skills	Application of interventions and services	Understand how best to help and support individuals who need support	Be able to mitigate negative influences of a variety of factors.	How to plan interventions or activities for those with needs.	Identify types of support within the local area and apply to a case study.	Be able to apply their reflection and evaluation to their own work.
Complex Knowledge	Application of needs to individuals and settings.	Understand Person centred care	Be able to apply a variety of factors to the choices of activities selected.	Application of needs to individuals and settings.	Be able to justify the use of personcentred approaches and help to justify the needs of support.	Demonstrate skills of evaluation using key terms.



		Application of needs to individuals and settings.		Health and safety considerations		Be able to identify ways to improve their work and practice.
Links with the National Curriculum	Unit R033: Supporting individuals through life events					
	1.1 Life stages and development	1.1 Life stages and development	2.1 Life events and their impacts on individuals	2.1 Life events and their impacts on individuals	3.1 Sources of support that meet individual needs	3.1 Sources of support that meet individual needs
	RO34: Creative and therapeutic activities					
	1.1 Types of therapies used in health and social care	2.1 Types of creative activities and their benefits	3.1 Factors that affect the selection of a creative activity	3.2 How to plan a creative activity to meet individual abilities	4.1 Skills/personal qualities required to encourage participation 4.2 Deliver a creative activity with a group or individual	4.2 Deliver a creative activity with a group or individual 4.3 Evaluation
Literacy (including reading)	Use of new vocabulary; Puberty, motor skills, cognitive development, abstract thinking, neural growth, stroke, dementia, life story work, self esteem,	Use of new vocabulary; Puberty, motor skills, cognitive development, abstract thinking, neural growth, stroke, dementia, life story work, self esteem, self awareness,	Use of new vocabulary; homeostasis, disability, bereavement, oncology, cardiology,	Use of new vocabulary; holistic, statutory care, domiciliary care, reflex, conscious, cerebral palsy, self awareness, hormones, endorphins,	verbal communications, non-verbal communication, cortisol, empathy, gross and fine motor skills, language and cognitive development	Dexterity, agility, self worth, learning difficulties, beliefs, values, culture, kosher, halal, gender, non-binary, LGBTQ+, equality, diversity, HSE, contingency,
Cultural Capital	Develop an appreciation for the Health and social care services we have in UK and the support that can be offered	Understand the rights and choices individuals can have over their care and the core values practitioners have in their approach and delivery to care.	Understanding cultural factors and how they can impact upon life events or access to services.	Develop an understanding of culture and diversity through the planning and delivery of an activity..	Understand and appreciate the Health and social care services we have in the UK and the support that can be offered to meet the needs of individuals.	Reflect on the values and inclusivity of the activity designed and delivered. Understand the importance of providing activities suitable for all participants to increase engagement and trust with services.
Social, Moral, Spiritual and Cultural Development	Students will understand the importance of the NHS and the services we offer and will be able to appreciate the culture we live in and how lucky we are to be able to	Students will develop understanding of the importance of socialising within your community or friendship circle and the impacts that health conditions or additional needs can	Students will understand and develop appreciation for the cultural and religious beliefs that may positively or negatively affect their lives and willingness to seek support for their needs. Students will start to	Students will take into consideration all factors including religion and beliefs when planning an activity. They will be thinking of celebrating diversity and challenging anti-discriminatory practices.	Students will understand the importance of clear communication both verbal and nonverbal to allow them to think about individuals who may have language barriers. They will be concentrated on how to	Students will be able to become more self aware and knowledgeable on how they can include others within activities they choose to partake in or lead on.



	easily access care services.	have on the individual and their ability to include themselves with others.	understand the impact that culture can have on the decision making processes in regards to care.		remove these barriers and how to value diversity.	
Fundamental British Values	Throughout the course we will cover all aspects of British Values. We will look at Democracy through the planning and delivery of an activity in addition to individual life events. We will touch on the rule of law and individual liberty when looking at types of legislation and rights to access care. The understanding and development of mutual respect will be addressed consistently through all topic areas by using examples of care and effective communication with individuals who have additional needs. Throughout the whole course we will develop and focus on tolerance of those of different faiths and beliefs and the adaptations which are willingly and through guidance made for individuals and the celebration of diversity through the health and social care system.					
Assessment	Teacher 1: Unit R033: Supporting individuals through life events					
	Topic Area 1a: Description of growth and development of the individual through the life stage using PIES. <p style="text-align: right;">(6 marks)</p>	Topic Area 1b: Explanation of how the growth and development of the individual has been affected by two of each of the specified factors. <p style="text-align: right;">(9 marks)</p>	Topic Area 2a: Description of two life events and the life stage they occurred in for the individual chosen. <p style="text-align: right;">(6 marks)</p>	Topic Area 2b: Explanation of the impacts of the life event on development. <p style="text-align: right;">(12 marks)</p> Explanation of the needs of the individual, based on the impacts of the life event. <p style="text-align: right;">(12 marks)</p>	Topic Area 3a: Information, based on research, provided about the support available. <p style="text-align: right;">(12 marks)</p> Justification of how support will meet the needs of the individual. Application of the personcentred values. <p style="text-align: right;">(12 marks)</p>	Topic Area 3b: Synoptic learning.
	Teacher 2: R034: Creative and therapeutic activities					
	Topic Area 1a: Description of the therapies. <p style="text-align: right;">(6 marks)</p>	Topic Area 1b: Explanation of the benefits of the therapies in relation to PIES for the individual or group. <p style="text-align: right;">(6 marks)</p>	Topic Area 2a: Explanation of the factors affecting the choice of activity Explanation of the benefits to the individual or group in terms of PIES. <p style="text-align: right;">(12 marks)</p>	Topic Area 2b: Produces a comprehensive plan for a creative activity. <p style="text-align: right;">(12 marks)</p>	Topic Area 3a: Observation of skills. <p style="text-align: right;">(12 marks)</p>	Topic Area 3b: Evaluation of strengths and weaknesses of: planning; communication skills; encouraging participation. Suggestions for improvement. Use of feedback. <p style="text-align: right;">(12 marks)</p>



Key Stage 4 Health and Social care Curriculum :

The curriculum in Health and social care introduces students to the specialist knowledge and skills needed to work in various care settings. Underpinning the qualification is a focus on core values and communicating with individuals so as to maintain their dignity and sense of being valued.

THE YEAR 11 HEALTH AND SOCIAL CARE (2022/23) CURRICULUM

	HALF TERM 1	HALF TERM 2	HALF TERM 3	HALF TERM 4	HALF TERM 5	HALF TERM 6
	RO21: Essential values of care for use with individuals in care settings					
Topic and learning focus	LO1: Understand how to support individuals to maintain their rights	LO4: Understand how personal hygiene, safety and security measures protect individuals	Revision			Exam Leave
	LO2: Understand the importance of the values of care and how they are applied	LO3: Understand how legislation impacts on care settings				
			RO31: Using first aid procedures			
			LO1: <i>Be able to assess scenes of accidents to identify risks and continuing dangers</i>	LO2: <i>Understand the first aid procedures for a range of injuries</i> LO3: <i>Be able to apply basic first aid procedures</i>	LO3: <i>Be able to apply basic first aid procedures</i> <i>Basic First aid course</i>	
Foundational Knowledge Prior learning needed	Know what rights are. Know what care values are.	Understand the difference between safety and security. Understand the term legislation	Understand the principles of first aid - PPP	Know the names of different injuries.	Know how to carry out First aid procedures with confidence.	
Core Knowledge and skills	Be able to give examples of rights and know how they are upheld. Be able to give examples of care values and how the help to maintain rights.	Identify and describe some safety procedures and some security procedures. Outline key features of each piece of legislation.	Be able to identify risk and dangers in assessment of the scene	Demonstrates an understanding of how to identify the nature and severity of a range of injuries, with most causes listed. Able to provide a description of symptoms.	Be able to independently carry out the correct sequence of steps, demonstrating the practical application of skills.	
Developmental Knowledge and Skills	Be able to recall all care values in both early years and health and social	Be able to apply the safety and security	Understand the point in which you require	Be able to give comprehensive examples	Students will provide a review of the practical	



	care settings and apply them to settings.	procedures to both H&SC and early years settings. Understand the different types of legislation and be able to outline the key features of each.	additional help and know how to make the call.	will be given to illustrate practical understanding.	activities with consideration of their competency.
Complex Knowledge	Application to exam question and command verbs. Application to case studies and settings.	Application to exam question and command verbs. Application to case studies and settings.	Demonstrate skills and abilities to perform an assessment of a scene.	be able to provide a detailed description of the current first aid procedures. Be able to give comprehensive information on the correct sequence of steps. In addition, giving a rationale with detailed examples to illustrate understanding.	Demonstration of skills and correct sequence of steps able to draw from skills across all other relevant areas of study.
Links with the National Curriculum	LO1: <i>Understand how to support individuals to maintain their rights</i> LO2: <i>Understand the importance of the values of care and how they are applied</i>	LO4: <i>Understand how personal hygiene, safety and security measures protect individuals</i> LO3: <i>Understand how legislation impacts on care settings</i>	LO1: <i>Be able to assess scenes of accidents to identify risks and continuing dangers</i>	LO2: <i>Understand the first aid procedures for a range of injuries</i>	LO3: <i>Be able to apply basic first aid procedures</i>
Literacy (including reading)	Rights, equality, diversity, discrimination, legalisation, self esteem, empowerment, jargon, interpreter, translator, PECS, dynavox, lightwriter. Equality, diversity, designated safeguarding officer, DBS check, care values.	PErsonal hygiene, emergency considerations, intruders, CCTV, risk assessment, procedures, service users. Discrimination, vulnerable, dementia, disablism, sexualism, transphobia, redress, protected characteristic, victimisation, harassment.	Scene, assessment, dangers, exposure, protection, emergency, consent, casualty.	symptoms, causes, severity, conscious, unconscious, airway, breathing, sequence of steps, rationale, procedures	competency, evaluation, reflection, self awareness, procedures.
Cultural Capital	Throughout this qualification students will be able to develop an appreciation for the health and social care services in the UK. They will be able to develop a thorough understanding of the diversity of our culture and how we can work professionally to respect all individuals and protect them with working practices and legislation. Students will be taught barriers that can impact individuals to be able to access services and how we can work to				



	remove those barriers to develop an inclusive environment throughout the sector. Students will learn about how culture is celebrated within the values of care and how we can offer mutual respect to every individual we work with. They will also be given the opportunity to show those skills and knowledge in a practical application of skill.					
Social, Moral, Spiritual and Cultural Development	Students will understand the importance of the NHS and the services we offer and will be able to appreciate the culture we live in and how lucky we are to be able to easily access care services.	Students will develop understanding of the importance of socialising within your community or friendship circle and the impacts that health conditions or additional needs can have on the individual and their ability to include themselves with others.	Students will understand and develop appreciation for the cultural and religious beliefs that may positively or negatively affect their lives and willingness to seek support for their needs. Students will start to understand the impact that culture can have on the decision making processes in regards to care.	Students will take into consideration all factors including religion and beliefs when planning an activity. They will be thinking of celebrating diversity and challenging anti-discriminatory practices.	Students will understand the importance of clear communication both verbal and nonverbal to allow them to think about individuals who may have language barriers. They will be concentrated on how to remove these barriers and how to value diversity.	
Fundamental British Values	Throughout the course we will cover all aspects of British Values. We will look at Democracy through the rights that are taught throughout the exam unit. We will focus on the rule of law and individual liberty when looking at types of legislation and rights to access care. The understanding and development of mutual respect will be addressed consistently through all topic areas by using examples of care and effective communication with individuals who have additional needs. Throughout the whole course we will develop and focus on tolerance of those of different faiths and beliefs and the adaptations which are willingly and through guidance made for individuals and the celebration of diversity through the health and social care system.					
Assessment	Topic 1: Unit RO21: Essential values of care for use with individuals in care settings					
	LO1 topic text	LO4 topic test	Externally assessed exam			
	LO2 topic test	Mock exam (60 marks)				
	Topic 2: RO31 Basic first aid					
			Be able to assess scenes of accidents to identify risks and continuing dangers. (20 Marks)	Understand the first aid procedures for a range of injuries (20 Marks)	Be able to apply basic first aid procedures (20 Marks)	



The curriculum in Health and social care uses direct experience to help students develop the underpinning knowledge as well as practical and personal skills required to work in this sector. They learn how to deliver person-centred care and support to meet the needs of a variety of service-users.

THE YEAR 12 EXTENDED CERTIFICATE HEALTH AND SOCIAL CARE CURRICULUM 2022/2023

	HALF TERM 1	HALF TERM 2	HALF TERM 3	HALF TERM 4	HALF TERM 5	HALF TERM 6
Topic and learning focus	Teacher 1: Unit 1: Building positive relationships in health and social care/Unit 13: Sexual health, reproduction and early development stages					
	<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 <i>child care environments</i></p>	<p>P3: * Explain strategies to ensure a person centred approach in health, social care or child care environments</p> <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>	<p>Moderation - April TBC</p> <p>Unit 13: Sexual health</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.</p>	
	Teacher 2: Unit 2: Equality, diversity and rights in health and social care		Unit 10: Nutrition for Health		Unit 13: Sexual health, reproduction and early development stages	
	<p>LO1: Understand concepts of equality, diversity and rights and how these are applied in the context of health, social care and child care environments</p> <p>LO2: Understand the impact of discriminatory practices on individuals in health, social care and child care environments</p>	<p>LO3: Understand how current legislation and national initiatives promote antidiscriminatory practice in health, social care and child care environments</p> <p>LO4: Understand how equality, diversity and rights in health, social care and child care environments are promoted.</p>	<p>Revision and external Exam</p> <p>Unit 10: Nutrition for Health</p> <p>P1: * Describe nutritional and diet guidelines</p> <p>P2: Describe the functions of nutrients</p> <p>P3: * Explain how nutritional requirements differ for individuals</p>	<p>D1: Evaluate the possible causes of poor nutrition for different individuals</p> <p>P5: Evaluate the diet and nutrition of a chosen individual</p> <p>P4: Explain factors which influence nutritional health</p> <p>P6: Develop a dietary plan to improve the nutritional health of an individual</p>	<p>Moderation - April</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>



			M1: Analyse the possible effects of poor nutrition for different individual	M2: Analyse the sustainability of a dietary plan for a chosen individual		
Foundational Knowledge Prior learning needed	Know what equality and diversity is. Know what nutrients are.	Understand the term legislation know the effects of poor nutrition.	Know the effective communication skills for interactions Know what a diet plan is.	Know what it means to be a reflective practitioner. Have completed a diet plan.	Know the process of conception	Know what disabilities can occur in utero.
Core Knowledge and skills	Understand how to apply peoples rights within the workplace. Understand the impact of discriminatory practices Understand the functions of nutrients.	Outline key features of each piece of legislation. Be able to analyse and evaluate the effects of poor nutrition. ,	Be able to write a script and apply their practical skills to a role play scenario. Know what makes a good diet plan and apply prior learning about functions and nutrients and guidelines.	Be able to explain how being a reflective practitioner helps to build positive relationships. Be able to scrutinise the diet plan made for the individual. Know what makes it sustainable or not.	Be able to explain with depth the process of conception	Be able to explain the signs of disabilities which occur in utero.
Developmental Knowledge and Skills	Be able to understand case studies and discriminatory practices within a variety of settings. Know, understand and explain the nutritional requirements of individuals and how they differ.	Understand the different types of legislation and be able to outline the key features of each. Be able to apply learning to case studies.	Deliver a group and one to one interaction which highlights effective communication skills learnt. Applying theory to practice. Be able to develop a diet plan which is focussed on improving health.	Be able to work through case studies and apply knowledge of reflective practice and unpick areas of strength and limitation. Ensure analytical skills are applied to the scrutiny of diet plan developed by learner.	Be able to explain ways to ensure healthy conception takes place, be able to apply a variety of factors	Be able to describe a variety of factors which can affect the health of a foetus.
Complex Knowledge	Application to exam question and command verbs. Application to case studies and settings.	Application to exam question and command verbs. Application to case studies and settings.	Demonstrate skills and abilities to perform an assessment of a scene. Application to case studies and settings.	Demonstrate skills and abilities to perform an assessment of a scene. Application to case studies and settings.	Application to case studies and settings. Accessing requirements for command verbs.	Application to case studies and settings. Accessing requirements for command verbs.



	Accessing requirements for command verbs.	Accessing requirements for command verbs.	Accessing requirements for command verbs.	Accessing requirements for command verbs.		
Links with the National Curriculum	Teacher 1: Unit 1: Building positive relationships in health and social care					
	LO1. Understand relationships in health, social care or child care environments LO2. Understand the factors that influence the building of relationships	LO3. Understand how a person centred approach builds positive relationships in health, social care or child care environments	LO4. Be able to use communication skills effectively to build positive relationships in a health, social care or child care environment	LO4. Be able to use communication skills effectively to build positive relationships in a health, social care or child care environment		
	Teacher 2: Unit 2: Equality, diversity and rights in health and social care					
	LO1: Understand concepts of equality, diversity and rights and how these are applied in the context of health, social care and child care environments LO2. Understand the impact of discriminatory practices on individuals in health, social care and child care environments	LO3. Understand how current legislation and national initiatives promote anti discriminatory practice in health, social care and child care environments LO4. Understand how equality, diversity and rights in health, social care and child care environments are promoted.	LO1. Understand sexual health and contraception	LO1. Understand sexual health and contraception	LO2. Understand the importance of prenatal health and the process of conception	LO3: Know the factors which could affect health in pregnancy and the success of the birth
Literacy (including reading)	Positive relationships, person centred approaches, care planning, communication, environments, Discrimination, Diversity, Equality, Harassment, Positive action, Protected characteristics, Rights	Discrimination, Diversity, Equality, Harassment, Positive action, Protected characteristics, Rights Function, nutrition, guidelines, analysis, requirements.	Discrimination, Diversity, Equality, Harassment, Positive action, Protected characteristics, Rights. Consent, conception, HSV, Contraception, STIs factors, sustainability, lifestyle, condition, dietary requirements, analysis, proportion, preferences.	Justification, reflection, reflective practice, self awareness, appropriate use of skills, SOLER, legislation, consent, harmful intercourse. Analysis, proportion, preferences, availability.	Conception, IVF, Embryo, Neural tube defect, ectopic pregnancy, fallopian tube,	lifestyle, smoking, physical growth, physical development, embryo, still birth.



	Function, nutrition, guidelines, analysis, requirements.					
Cultural Capital	Throughout this qualification students will be able to develop an appreciation for the health and social care services and the approaches used within them. They will be able to develop a thorough understanding of the diversity of our culture and how we can work professionally to respect all individuals and protect them with working practices and legislation. Students will be taught factors and barriers that can impact individuals to be able to access services and how we can work to remove those barriers to develop an inclusive environment throughout the sector. Students will learn about how culture is celebrated within the values of care and how we can offer mutual respect to every individual we work with. They will also be given the opportunity to show those skills and knowledge in a practical application of skill.					
Social, Moral, Spiritual and Cultural Development	Students will understand the importance of the NHS and the services we offer and will be able to appreciate the culture we live in and how lucky we are to be able to easily access care services.	Students will develop understanding of the importance of socialising within your community or friendship circle and the impacts that health conditions or additional needs can have on the individual and their ability to include themselves with others.	Students will understand and develop appreciation for the cultural and religious beliefs that may positively or negatively affect their lives and willingness to seek support for their needs. Students will start to understand the impact that culture can have on the decision making processes in regards to care.	Students will take into consideration all factors including religion and beliefs when planning an activity. They will be thinking of celebrating diversity and challenging anti-discriminatory practices.	Students will understand the importance of clear communication both verbal and nonverbal to allow them to think about individuals who may have language barriers. They will be concentrated on how to remove these barriers and how to value diversity.	
Fundamental British Values	Throughout the course we will cover all aspects of British Values. We will look at Democracy through the rights that are taught throughout the exam unit. We will focus on the rule of law and individual liberty when looking at types of legislation and rights to access care. The understanding and development of mutual respect will be addressed consistently through all topic areas by using examples of care and effective communication with individuals who have additional needs. Throughout the whole course we will develop and focus on tolerance of those of different faiths and beliefs and the adaptations which are willingly and through guidance made for individuals and the celebration of diversity through the health and social care system.					
Assessment	Teacher 1: Unit 1: Building positive relationships in health and social care					
	<i>P1:</i> , written prose <i>M1:</i> written prose <i>P2:</i> * written prose	<i>P3:</i> * written prose <i>M2:</i> written prose	<i>P4:</i> observation <i>P5:</i> observation <i>M3:</i> written prose	<i>D1:</i> written prose	Moderation - April TBC	
	Teacher 2: Unit 2: Equality, diversity and rights in health and social care		Unit 10: Nutrition for Health		Teacher 2: Unit 13: Sexual health, reproduction and early development stages	
	LO1: end of topic test LO2. end of topic test	LO3. end of topic test Mock exam (60 marks)	<i>P1:</i> written prose <i>P2:</i> written prose <i>P3:</i> * written prose <i>M1:</i> written prose	<i>D1:</i> written prose <i>P5:</i> written prose <i>P4:</i> written prose <i>P6:</i> written prose	<i>P1:</i> Written prose <i>P2:</i> Written prose	<i>P3:</i> Written prose



Key Stage 5 Health and Social care Curriculum

The curriculum in Health and social care uses direct experience to help students develop the underpinning knowledge as well as practical and personal skills required to work in this sector. They learn how to deliver person-centred care and support to meet the needs of a variety of service-users.

THE YEAR 12 DIPLOMA HEALTH AND SOCIAL CARE (2022/23) CURRICULUM 2022/2023

	HALF TERM 1	HALF TERM 2	HALF TERM 3	HALF TERM 4	HALF TERM 5	HALF TERM 6
Topic and learning focus	Teacher 1: Unit 7: Safeguarding		Unit 9: Supporting people with learning disabilities		Moderation	
	<p><i>LO1. Understand types and signs of abuse</i></p> <p><i>LO2. Understand factors which may lead to abusive situations</i></p> <p><i>LO3. Understand legislation, regulatory requirements and guidance which govern the safeguarding of adults, young people and children</i></p>	<p><i>LO4. Understand how to deal with suspected abuse and disclosures of abuse</i></p> <p><i>LO5. Understand working strategies and procedures for the safeguarding and protection of adults, young people and children</i></p> <p><i>LO6. Understand how workers within health, social care and child care environments can minimise the risk of abuse</i></p>	<p><i>P1: Define the term learning disabilities - completed in June 2022</i></p> <p><i>P2:* Describe types of learning disabilities and their causes - completed in June 2022</i></p> <p><i>P3*: Explain the difficulties which may be experienced by individuals with learning disabilities</i></p> <p><i>M1: Assess the impact of difficulties on individuals with learning disabilities</i></p> <p><i>D1: Analyse ways to overcome difficulties experienced by individuals with learning disabilities</i></p>	<p><i>P4*: Suggest services within the health and social care sector that can best support the needs of individuals with learning disabilities</i></p> <p><i>P5*: Explain the role of different practitioners in supporting individuals with learning disabilities in health and social care</i></p> <p><i>M2: Evaluate the impact of person-centred approaches on the quality of life of individuals with learning disabilities</i></p>		
	Unit 16: supporting people with dementia					
	<p>P1: Describe types of dementia and common signs</p> <p>P2: * Describe the components for the diagnosis of dementia</p>	<p>P4: * Describe legislation and frameworks which support the care of individuals with dementia</p> <p>P5: Suggest services within the health and</p>	<p>P6*: Evaluate the effectiveness of using a person centred approach to the care of an individual with dementia</p>	<p>M2: Evaluate the effectiveness of multiagency working in improving the health and quality of life for people with</p>	Moderation	



	<p>P3: Explain the benefits of early diagnosis of dementia</p> <p>M1: Explain why the needs and abilities of individuals with dementia may fluctuate</p> <p>D1: Analyse the possible impact of the dementia diagnosis on an individual and their family/friends</p>	<p>social care sector that can best support the needs of individuals with dementia</p>	<p><i>P7: Identify practitioners involved in the care of individuals with dementia</i></p> <p><i>P8: * Describe the roles and responsibilities of health and social care practitioners in improving the health and quality of life for individuals with dementia</i></p>			
Foundational Knowledge Prior learning needed	<p>Know what abuse is and the categories.</p> <p>Know the types of legislation.</p> <p>Know the types of dementia</p>	<p>Know what abuse is.</p> <p>Know the strategies to protect individuals.</p> <p>Know the types of legislation.</p>	<p>Know what learning disabilities are.</p> <p>Know practitioners that work with individuals with dementia.</p>	<p>Know services that are available for people who have a learning disability.</p> <p>Know what multi agency working is.</p>		
Core Knowledge and skills	<p>Have an understanding of the factors that may lead to abuse.</p> <p>Be able to outline the key features of each piece of legislation.</p> <p>Be able to describe the common signs and explain the diagnostic components of the disease.</p>	<p>Be able to recognise signs of abuse and know how to report.</p> <p>Understand the role a professional plays in reporting abuse.</p> <p>Be able to outline the key features of each piece of legislation.</p>	<p>Be able to describe different types of learning disabilities and what causes them.</p> <p>Describe the role and responsibility of those who work with individuals with dementia.</p>	<p>Be able to explain the roles of the professionals who work with individuals who have a learning disability.</p> <p>Be able to explain who may be involved within multi agency work.</p>		
Developmental Knowledge and Skills	<p>Explain how each factor can be a risk factor to being exposed to abuse.</p>	<p>Understand the difference between disclosure and suspicion</p>	<p>Understand and explain, assess and analyse the difficulties that are faced by</p>	<p>Create an evaluation of the effectiveness of person centred approaches on the quality of life.</p>		



	<p>Explain how each piece of legislation aims to protect individuals.</p> <p>Be able to explain the fluctuating needs of dementia and be able to explain why this happens</p>	<p>of abuse and know how to respond to each.</p> <p>Be able to apply to a case study and identify cases of abuse and understand the process of reporting and policies in place to protect individuals.</p> <p>Be able to identify and apply ways to reduce risk of harm..</p> <p>Explain how each piece of legislation aims to protect individuals.</p>	<p>people who have learning disabilities.</p> <p>Be able to evaluate the effectiveness of person centred approaches.</p>	<p>Be able to evaluate the impact that multi agency working has on working with people with dementia.</p>		
Complex Knowledge	<p>Application to exam question and command verbs.</p> <p>Application to case studies and settings.</p> <p>Accessing requirements for command verbs.</p>	<p>Application to exam question and command verbs.</p> <p>Application to case studies and settings.</p> <p>Accessing requirements for command verbs.</p>	<p>Demonstrate skills and abilities to perform an assessment of a scene.</p> <p>Application to case studies and settings.</p> <p>Accessing requirements for command verbs.</p>	<p>Demonstrate skills and abilities to perform an assessment of a scene.</p> <p>Application to case studies and settings.</p> <p>Accessing requirements for command verbs.</p>		
	Teacher 1: Unit 7: Safeguarding		Unit 9: Supporting people with learning disabilities			
	<p><i>LO1. Understand types and signs of abuse</i></p> <p><i>LO2. Understand factors which may lead to abusive situations</i></p> <p><i>LO3. Understand legislation, regulatory requirements and guidance which govern the</i></p>	<p><i>LO4. Understand how to deal with suspected abuse and disclosures of abuse</i></p> <p><i>LO5. Understand working strategies and procedures for the safeguarding and protection of adults, young people and children</i></p>	<p>LO1. Know the types and causes of learning disabilities</p> <p>LO2. Understand the difficulties that may be experienced by individuals with learning disabilities</p>	<p>LO3. Be able to support individuals with learning disabilities to plan their care and support</p>	Moderation	



Links with the National Curriculum	<i>safeguarding of adults, young people and children</i>	<i>LO6. Understand how workers within health, social care and child care environments can minimise the risk of abuse</i>				
	Unit 16: supporting people with dementia					
	LO1. Understand types of dementia and the impact of dementia and diagnosis on individuals	LO2. Know legislation and frameworks which support the care of individuals with dementia LO3. Be able to support individuals with dementia to plan their care and support	LO3. Be able to support individuals with dementia to plan their care and support	LO3. Be able to support individuals with dementia to plan their care and support	Moderation	
Literacy (including reading)	Abuse, neglect, sexual, physical, emotional, financial, dementia, alzheimers, vascular, lewy bodies, frontotemporal dementia, mild cognitive impairment, confusion, components of diagnosis, power of attorney,	suspicion, disclosure, procedure, policy, protection, designated safeguarding officer.looked after children frameworks, guidance, care plan, person centred, co-production	down's syndrome, edwards syndrome, mencap, Rett syndrome, communication, environmental, access, prejudice, stigma designated safeguarding officer. frameworks, guidance, care plan, person centred, co-production	Mencap, PHAB clubs, respite care, advocate, EHCP, multidisciplinary, legislation, guidance.		
Cultural Capital	Throughout this qualification students will be able to develop an appreciation for the health and social care services and the approaches used within them. They will be able to develop a thorough understanding of the diversity of our culture and how we can work professionally to respect all individuals and protect them with working practices and legislation. Students will be taught factors and barriers that can impact individuals to be able to access services and how we can work to remove those barriers to develop an inclusive environment throughout the sector. Students will learn about how culture is celebrated within the values of care and how we can offer mutual respect to every individual we work with. They will also be given the opportunity to show those skills and knowledge in a practical application of skill.					
Social, Moral, Spiritual and Cultural Development	Students will understand the importance of the NHS and the services we offer and will be able to appreciate the culture we live in and how lucky we are to be able to	Students will develop understanding of the importance of socialising within your community or friendship circle and the impacts that health conditions or additional	Students will understand and develop appreciation for the cultural and religious beliefs that may positively or negatively affect their lives and willingness to seek support	Students will take into consideration all factors including religion and beliefs when planning an activity. They will be thinking of celebrating diversity and challenging	Students will understand the importance of clear communication both verbal and nonverbal to allow them to think about individuals who may have language barriers. They will be concentrated on	



	easily access care services.	needs can have on the individual and their ability to include themselves with others.	for their needs. Students will start to understand the impact that culture can have on the decision making processes in regards to care.	anti-discriminatory practices.	how to remove these barriers and how to value diversity.	
Fundamental British Values	Throughout the course we will cover all aspects of British Values. We will look at Democracy through the rights that are taught throughout the exam unit. We will focus on the rule of law and individual liberty when looking at types of legislation and rights to access care. The understanding and development of mutual respect will be addressed consistently through all topic areas by using examples of care and effective communication with individuals who have additional needs. Throughout the whole course we will develop and focus on tolerance of those of different faiths and beliefs and the adaptations which are willingly and through guidance made for individuals and the celebration of diversity through the health and social care system.					
Assessment	Teacher 1: Unit 7: Safeguarding		Unit 9: Supporting people with learning disabilities			
	LO1: end of topic test LO2: end of topic test LO3: end of topic test	LO4: end of topic test LO5: end of topic test Mock exam (60 marks)	P1: Written prose P2: Written prose P3: Written prose M1: Written prose D1: Written prose	P4: Written prose P5: Written prose M2: Written prose	Moderation - April TBC	
	Unit 16: supporting people with dementia					
	P1: Written prose P2: * Written prose P3: Written prose M1: Written prose D1: Written prose	P4: * Written prose P5: Written prose	P6*: Written prose P7: Written prose P8: * Written prose	M2: Written prose	Moderation - April TBC	

Key Stage 5 Health and Social care Curriculum Summary:

The curriculum in Health and social care uses direct experience to help students develop the underpinning knowledge as well as practical and personal skills required to work in this sector. They learn how to deliver person-centred care and support to meet the needs of a variety of service-users.

THE YEAR 13 EXTENDED CERTIFICATE HEALTH AND SOCIAL CARE (2022/23) CURRICULUM 2022/2023

	HALF TERM 1	HALF TERM 2	HALF TERM 3	HALF TERM 4	HALF TERM 5	HALF TERM 6
Topic and learning focus	Teacher 1: Unit 1: Building positive relationships in health and social care					
	P1: * Explain different types of relationships that can be built in	P3: * Explain strategies to ensure a person-centred approach in health, social	P4: Demonstrate effective communication skills in a one-to-one interaction to	D1: Justify the use of reflective practice to ensure interactions build		



	<p>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>care or child care environments</p> <p>M2: Analyse how a person-centred approach supports the building of positive relationships in health, social care or child care environments</p>	<p>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>positive relationships in health, social care or child care environments</p>	<p>Moderation April</p>	
Teacher 2: Unit 2: Equality, diversity and rights in health and social care/Unit 10: Nutrition for Health						
	<p>LO1: Understand concepts of equality, diversity and rights and how these are applied in the context of health, social care and child care environments</p> <p>LO2: Understand the impact of discriminatory practices on individuals in health, social care and child care environments</p>	<p>LO3: Understand how current legislation and national initiatives promote antidiscriminatory practice in health, social care and child care environments</p> <p>LO4: Understand how equality, diversity and rights in health, social care and child care environments are promoted.</p>	<p>Revision and external Exam</p> <p>P1: * Describe nutritional and diet guidelines</p> <p>P2: Describe the functions of nutrients</p> <p>P3: * Explain how nutritional requirements differ for individuals</p> <p>M1: Analyse the possible effects of poor nutrition for different individual</p>	<p>D1: Evaluate the possible causes of poor nutrition for different individuals</p> <p>P5: Evaluate the diet and nutrition of a chosen individual</p> <p>P4: Explain factors which influence nutritional health</p> <p>P6: Develop a dietary plan to improve the nutritional health of an individual</p> <p>M2: Analyse the sustainability of a dietary plan for a chosen individual</p>	<p>Moderation April</p>	
<p>Foundational Knowledge Prior learning needed</p>	<p>Know what equality and diversity is.</p> <p>Know what nutrients are.</p>	<p>Understand the term legislation</p> <p>know the effects of poor nutrition.</p>	<p>Know the effective communication skills for interactions</p> <p>Know what a diet plan is.</p>	<p>Know what it means to be a reflective practitioner.</p> <p>Have completed a diet plan.</p>		



Core Knowledge and skills	<p>Understand how to apply peoples rights within the workplace.</p> <p>Understand the impact of discriminatory practices</p> <p>Understand the functions of nutrients.</p>	<p>Outline key features of each piece of legislation.</p> <p>Be able to analyse and evaluate the effects of poor nutrition. ,</p>	<p>Be able to write a script and apply their practical skills to a role play scenario.</p> <p>Know what makes a good diet plan and apply prior learning about functions and nutrients and guidelines.</p>	<p>Be able to explain how being a reflective practitioner helps to build positive relationships.</p> <p>Be able to scrutinise the diet plan made for the individual. Know what makes it sustainable or not.</p>		
Developmental Knowledge and Skills	<p>Be able to understand case studies and discriminatory practices within a variety of settings.</p> <p>Know, understand and explain the nutritional requirements of individuals and how they differ.</p>	<p>Understand the different types of legislation and be able to outline the key features of each.</p> <p>Be able to apply learning to case studies.</p>	<p>Deliver a group and one to one interaction which highlights effective communication skills learnt. Applying theory to practice.</p> <p>Be able to develop a diet plan which is focussed on improving health.</p>	<p>Be able to work through case studies and apply knowledge of reflective practice and unpick areas of strength and limitation.</p> <p>Ensure analytical skills are applied to the scrutiny of diet plan developed by learners.</p>		
Complex Knowledge	<p>Application to exam question and command verbs.</p> <p>Application to case studies and settings.</p> <p>Accessing requirements for command verbs.</p>	<p>Application to exam question and command verbs.</p> <p>Application to case studies and settings.</p> <p>Accessing requirements for command verbs.</p>	<p>Demonstrate skills and abilities to perform an assessment of a scene.</p> <p>Application to case studies and settings.</p> <p>Accessing requirements for command verbs.</p>	<p>Demonstrate skills and abilities to perform an assessment of a scene.</p> <p>Application to case studies and settings.</p> <p>Accessing requirements for command verbs.</p>		
	Teacher 1: Unit 1: Building positive relationships in health and social care					
	LO1. Understand relationships in health, social care or child care environments	LO3. Understand how a person centred approach builds positive relationships in health, social care or child care environments	LO4. Be able to use communication skills effectively to build positive relationships in a health, social care or child care environment	LO4. Be able to use communication skills effectively to build positive relationships in a health, social care or child care environment		



	LO2. Understand the factors that influence the building of relationships					
Links with the National Curriculum	Teacher 2: Unit 2: Equality, diversity and rights in health and social care					
	<p>LO1: Understand concepts of equality, diversity and rights and how these are applied in the context of health, social care and child care environments</p> <p>LO2. Understand the impact of discriminatory practices on individuals in health, social care and child care environments</p>	<p>LO3. Understand how current legislation and national initiatives promote anti discriminatory practice in health, social care and child care environments</p> <p>LO4. Understand how equality, diversity and rights in health, social care and child care environments are promoted.</p>	<p>Learning Outcome 1: Know nutritional and diet guidelines.</p> <p>Learning Outcome 2: Understand the functions of nutrients.</p>	<p>Learning Outcome 3: Understand factors which influence nutritional health.</p> <p>Learning Outcome 4: Be able to make recommendations to improve nutritional health.</p>		
Literacy (including reading)	<p>Positive relationships, person centred approaches, care planning, communication, environments,</p> <p>Discrimination, Diversity, Equality, Harassment, Positive action, Protected characteristics, Rights</p>	<p>Discrimination, Diversity, Equality, Harassment, Positive action, Protected characteristics, Rights</p>	<p>Dietary intake guidelines: (e.g. eatwell plate, food pyramids, food groups, five-a-day, NHS Change4Life, healthy eating)</p> <p>Energy balance, Nutritional measures (BMI), growth charts, recommended intakes, Food labelling regulations, nutritional information</p> <p>Macro/Micro nutrients, carbohydrates, Proteins, lipids, vitamins, minerals.</p> <p>Functions, immunity, effects of deficiencies</p>	<p>Factors, CHD, IBS, intolerances, economic circumstances, family, preference, patterns, fluid balance, labelling, traffic light system.</p> <p>Intake, analysis, nutritional plans, portions.</p>		
Cultural Capital	<p>Throughout this qualification students will be able to develop an appreciation for the health and social care services and the approaches used within them. They will be able to develop a thorough understanding of the diversity of our culture and how we can work professionally to respect all individuals and protect them with working practices and legislation. Students will be taught factors and barriers that can impact individuals to be able to access services and how we can work to remove those barriers to develop an inclusive environment throughout the sector. Students will learn about how culture is celebrated within the values of care and how we can offer mutual respect to every individual we work with. They will also be given the opportunity to show those skills and knowledge in a practical application of skill.</p>					



Social, Moral, Spiritual and Cultural Development	Students will understand the importance of the NHS and the services we offer and will be able to appreciate the culture we live in and how lucky we are to be able to easily access care services.	Students will develop understanding of the importance of socialising within your community or friendship circle and the impacts that health conditions or additional needs can have on the individual and their ability to include themselves with others.	Students will understand and develop appreciation for the cultural and religious beliefs that may positively or negatively affect their lives and willingness to seek support for their needs. Students will start to understand the impact that culture can have on the decision making processes in regards to care.	Students will take into consideration all factors including religion and beliefs when planning an activity. They will be thinking of celebrating diversity and challenging anti-discriminatory practices.	Students will understand the importance of clear communication both verbal and nonverbal to allow them to think about individuals who may have language barriers. They will be concentrated on how to remove these barriers and how to value diversity.	
Fundamental British Values	Throughout the course we will cover all aspects of British Values. We will look at Democracy through the rights that are taught throughout the exam unit. We will focus on the rule of law and individual liberty when looking at types of legislation and rights to access care. The understanding and development of mutual respect will be addressed consistently through all topic areas by using examples of care and effective communication with individuals who have additional needs. Throughout the whole course we will develop and focus on tolerance of those of different faiths and beliefs and the adaptations which are willingly and through guidance made for individuals and the celebration of diversity through the health and social care system.					
Assessment	Teacher 1: Unit 1: Building positive relationships in health and social care					
	P1,: written prose M1: written prose P2: * written prose	P3: * written prose M2 written prose	P4: observation P5: observation M3: written prose	D1: written prose	Moderation - April TBC	
	Teacher 2: Unit 2: Equality, diversity and rights in health and social care			Teacher 2: Unit 10: Nutrition for health		
LO1: end of topic test LO2. end of topic test	LO3. end of topic test Mock exam (60 marks)	P1: written prose P2: written prose P3: * written prose M1: written prose	D1: written prose P5: written prose P4: written prose P6: written prose M2: written prose	Moderation - April TBC		