

The curriculum in H	ealth and social care will insp	ire and equip students with t		ant to the sector and more widely.		person-centred values of care,
				and learn about the impact of life e ARE (2022/23) CURRICULUM	vents.	
	HALF TERM 1	HALF TERM 2	HALF TERM 3	HALF TERM 4	HALF TERM 5	HALF TERM 6
			it R033: Supporting individu	als through life events		
Teacher 1: Topic and learning focus	Topic Area 1:	Topic Area 1:	Topic Area 2:	Topic Area 2:	Topic Area 3:	Topic Area 3:
0	Life stages and development	Life stages and development	Life events and their impacts on individuals	Life events and their impacts on individuals	Sources of support that meet individual needs	Sources of support that meet individual needs
			RO34: Creative and thera	apeutic activities		
	Topic Area 1:	Topic Area 2:	Topic Area 3:	Topic Area 3:	Topic Area 4:	Topic Area 4:
Teacher 2: Topic and learning focus	Types of therapies used in health and social care	Types of creative activities and their benefits	Factors that affect the selection of a creative activity	How to plan a creative activity to meet individual abilities	Skills/personal qualities required to encourage participation Deliver a creative activity with a group or individual	Deliver a creative activity with a group or individual Evaluation
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		Health and safety considerations		Be able to identify ways to improve their work and
		settings.				practice.
	1.1 Life stages and development	1.1 Life stages and development	2.1 Life events and their impacts on individuals	ng individuals through life events 2.1 Life events and their impacts on individuals	s 3.1 Sources of support that meet individual needs	3.1 Sources of support that meet individual needs
Links with the National				tive and therapeutic activities		
Curriculum	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	events. We will touch on t respect will be addressed the whole course we will	he rule of law and individu consistently through all to develop and focus on tolera	al liberty when looking at typ pic areas by using examples	Democracy through the planning bes of legislation and rights to acc of care and effective communicat ths and beliefs and the adaptation stem.	ess care. The understanding an ion with individuals who have a	d development of mutual additional needs. Throughout		
			Teacher 1: Unit R033: Sup	porting individuals through life	events			
	Topic Area 1a:	Topic Area 1b:	Topic Area 2a:	Topic Area 2b:	Topic Area 3a:	Topic Area 3b:		
	Description of growth and development of the individual through the life stage using PIES.	Explanation of how the growth and development of the individual has been affected by two of each of the specified factors.	Description of two life events and the life stage they occurred in for the individual chosen.	Explanation of the impacts of the life event on development. (12 marks) Explanation of the needs of the individual, based on the impacts of the life event.	Information, based on research, provided about the support available. (12 marks) Justification of how support will meet the needs of the individual. Application of the	Synoptic learning.		
					personcentred values.			
Assessment	(6 marks)	(0 m outro)	(6 marks)	(12 months)	(12 monto)			
Assessment	(9 marks)     (12 marks)     (12 marks)       Teacher 2: RO34: Creative and therapeutic activities							
	Topic Area 1a:	Topic Area 1b:	Topic Area 2a:	Topic Area 2b:	Topic Area 3a:	Topic Area 3b:		
	Description of the therapies.	Explanation of the benefits of the therapies in relation to PIES for the individual or group.	Explanation of the factors affecting the choice of activity Explanation of the	Produces a comprehensive plan for a creative activity.	Observation of skills.	Evaluation of strengths and weaknesses of: planning; communication skills; encouraging participation.		
			benefits to the individual or group in terms of PIES.	(10		Suggestions for improvement. Use of feedback.		
	(6 marks)	(6 marks)	(12 marks)	(12 marks)	(12 marks)	(12 marks)		



The curriculum ir	n Health and social care intro	duces students to the speciali		to work in various care setting	s. Underpinning the qualification i	s a focus on core values and
			individuals so as to maintain th		valued.	
	HALF TERM 1	HALF TERM 2	HALF TERM 3	HALF TERM 4	HALF TERM 5	HALF TERM 6
		ues of care for use with indiv	/iduals in care settings			
Topic and learning focus	LO1: Understand how to support individuals to maintain their rights LO2: Understand the importance of the values of care and how they are	LO4: Understand how personal hygiene, safety and security measures protect individuals LO3: Understand how legislation impacts on	Revision			Exam Leave
	applied	care settings				Examilective
				RO31: Using first aid procedu	res	
			LO1: Be able to assess scenes of accidents to identify risks and continuing dangers	LO2: Understand the first aid procedures for a range of injuries	LO3: Be able to apply basic first aid procedures	
				LO3: Be able to apply basic first aid procedures	Basic First aid course	
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	

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	care settings and apply them to settings.	procedures to both H&SC and early years settings.	additional help and know how to make the call.	will be given to illustrate practical understanding.	activities with consideration of their competency.
		Understand the different types of legislation and be able to outline the key features of each.			
Complex Knowledge	Application to exam question and command verbs. Application to case	Application to exam question and command verbs. Application to case	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	Demonstration of skills and correct sequence of steps able to draw from skills across all other relevant areas of study.
	studies and settings.	studies and settings.		on the correct sequence of steps. In addition, giving a rationale with detailed examples to illustrate understanding.	
Links with the National Curriculum	LO1: Understand how to support individuals to maintain their rights	LO4: Understand how personal hygiene, safety and security measures protect individuals	LO1: Be able to assess scenes of accidents to identify risks and continuing dangers	LO2: Understand the first aid procedures for a range of injuries	LO3: Be able to apply basic first aid procedures
	LO2: Understand the importance of the values of care and how they are applied	LO3: Understand how legislation impacts on care settings			
Literacy (including reading)	Rights, equality, diversity, discrimination, legalisation, self esteem, empowerment, jargon, interpreter, translator, PECS, dynavox, lightwriter.	PErsonal hygiene, emergency considerations, intruders, CCTV, risk assessment, procedures, service users. Discrimination,	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.
	Equality, diversity, designated safeguarding officer, DBS check, care values.	vulnerable, dementia, disablism, sexualism, transphobia, redress, protected characteristic, victimisation, harassment.			
Cultural Capital	develop a thorough unders	on students will be able to dev tanding of the diversity of ou	velop an appreciation for the he r culture and how we can work t barriers that can impact indivi	professionally to respect all ind	lividuals and protect them with

	remove those barriers to d values of care and how we knowledge in a practical ap							
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	of law and individual libert through all topic areas by u	y when looking at types of leg Ising examples of care and eff ferent faiths and beliefs and t	islation and rights to access ca ective communication with ind	re. The understanding and deve ividuals who have additional ne	re taught throughout the exam un elopment of mutual respect will be eeds. Throughout the whole cours e for individuals and the celebratio	addressed consistently e we will develop and focus		
		Topic 1: Unit RO21: Essential values of care for use with individuals in care settings						
	LO1 topic text	LO4 topic test	Externally assessed exam					
Assessment	LO2 topic test	Mock exam (60 marks)						
			Topic 2: R	O31 Basic first aid				
				Be able to assess scenes of accidents to identify risks and continuing dangers.	Understand the first aid procedures for a range of injuries	Be able to apply basic first aid procedures		
				(20 Marks)	(20 Marks)	(20 Marks)		

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The curriculum	in Health and social care uses			ing knowledge as well as practi neet the needs of a variety of s	ical and personal skills required t	to work in this sector. They
				SOCIAL CARE CURRICULUM		
	HALF TERM 1	HALF TERM 2	HALF TERM 3	HALF TERM 4	HALF TERM 5	HALF TERM 6
	Teacher	1: Unit 1: Building positive r	elationships in health and soci	al care/ Unit 13: Sexual health,	reproduction and early develop	nent stages
Topic and learning focus	<ul> <li>P1: * Explain different types of relationships that can be built in health, social care or child care environments</li> <li>M1: Analyse the role that context plays in different relationships in health, social care and child care environments</li> <li>P2: * Explain factors that can influence the building of positive</li> </ul>	<ul> <li>P3: * Explain strategies to ensure a person centred approach in health, social care or child care environments</li> <li>M2: Analyse how a person-centred approach supports the building of positive relationships in health, social care or child care environments</li> </ul>	<ul> <li>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</li> <li>P5: Demonstrate effective communication skills in a group interaction to build a positive relationship in a health, social care or child care environment</li> <li>M3: Review the</li> </ul>	D1: Justify the use of reflective practice to ensure interactions build positive relationships in health, social care or child care environments	Moderation - April TBC <u>Unit 13: Sexual health</u> M1: Analyse approaches that could be taken to promote sexual health. D1: Evaluate the effectiveness of legislation in protecting the individual against unlawful and harmful.	
	relationships in health, social care or child care environments Teacher 2: <u>Unit 2: Equa</u>	lity, diversity and rights in d social care	effectiveness of the communication skills used during the interactions	ition for Health	Unit 13: Sexual health, r developem	
	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 antidiscriminatory 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.	Revision and external Exam         Unit 10: Nutrition for Health         P1: * Describe nutritional and diet guidelines         P2: Describe the functions of nutrients         P3: * Explain how nutritional requirements differ for individuals	<ul> <li>D1: Evaluate the possible causes of poor nutrition for different individuals</li> <li>P5: Evaluate the diet and nutrition of a chosen individual</li> <li>P4: Explain factors which influence nutritional health</li> <li>P6: Develop a dietary plan to improve the nutritional health of an individual</li> </ul>	Moderation - April P1: Describe how sexually transmitted infections could affect the health and wellbeing of the individual P2: * Summarise ways in which an individual may be protected against unlawful and harmful sexual intercourse	P3: Explain how a range of methods of contraception protect against pregnancy



			M1: Analyse the possible effects of poor nutrition for different individual	<b>M2:</b> 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. Ac		Accessing requirements for	Accessing requirements for						
for command vorba		<b>.</b>	Accessing requirements for						
	ccessing requirements	command verbs.	command verbs.						
for	or command verbs.								
	Teacher 1: Unit 1: Building positive relationships in health and social care								
	O3. Understand how a	LO4. Be able to use	LO4. Be able to use						
relationships in health, pe	erson centred approach	communication skills	communication skills						
social care or child care bu	uilds positive	effectively to build positive	effectively to build positive						
environments rel	elationships in health,	relationships in a health,	relationships in a health,						
SO	ocial care or child care	social care or child care	social care or child care						
LO2. Understand the en	nvironments	environment	environment						
factors that influence									
the building of									
relationships									
Links with the	Te	acher 2: Unit 2: Equality diver	sity and rights in health and so	cial care					
	O3. Understand how	LO1. Understand sexual	LO1. Understand sexual	LO2. Understand the	LO3: Know the factors				
	urrent legislation and	health and contraception	health and contraception	importance of prenatal health					
concepts of equality,	ational initiatives	nearth and contraception	nearth and contraception	and the process of conception	which could affect health in				
	romote anti			and the process of conception	pregnancy and the success				
	iscriminatory practice in				of the birth				
	ealth, social care and								
environments ch	hild care environments								
LO2. Understand the	O4. Understand how								
	quality, diversity and								
	ights in health, social								
	are and child care								
	nvironments are								
	romoted.								
	Discrimination, Diversity,	Discrimination, Diversity,	Justification, reflection,	Conception 11/E Employee	lifestule emploine physical				
				Conception, IVF, Embryo, Neural tube defect, ectopic	lifestyle, smoking, physical				
	quality, Harassment,	Equality, Harassment,	reflective practice, self	· · · ·	growth, physical				
	ositive action, Protected	Positive action, Protected	awareness, appropriate use	pregnancy, fallopian tube,	development, embryo, still				
	haracteristics, Rights	characteristics, Rights.	of skills, SOLER,		birth.				
communication,									
	unction, nutrition,	Consent, conception, HSV,	legislation, consent,						
-	uidelines, analysis,	Contraception, STIs	harmful intercourse.						
	equirements.								
Diversity, Equality,		factors, sustainability,							
Harassment, Positive		lifestyle, condition, dietary	Analysis, proportion,						
action, Protected		requirements, analysis,	preferences, availability.						
characteristics, Rights		proportion, preferences.							



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	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,	Students will understand	Students will develop	Students will understand	Students will take into	Students will understand the			
Spiritual and	the importance of the	understanding of the	and develop appreciation	consideration all factors	importance of clear			
Cultural Development	NHS and the services we offer and will be able to appreciate the culture	importance of socialising within your community or friendship circle and the	for the cultural and religious beliefs that may positively or negatively	including religion and beliefs when planning an activity. They will be	communication both verbal and nonverbal to allow them to think about individuals			
	we live in and how lucky we are to be able to	impacts that health conditions or additional	affect their lives and willingness to seek support	thinking of celebrating diversity and challenging	who may have language barriers. They will be			
	easily access care	needs can have on the	for their needs. Students	anti-discriminatory	concentrated on how to			
	services.	individual and their ability	will start to understand the	practices.	remove these barriers and			
		to include themselves with others.	impact that culture can have on the decision		how to value diversity.			
			making processes in regards to care.					
			regards to care. sh Values. We will look at Demo		re taught throughout the exam u			
Fundamental British Values	of law and individual libert through all topic areas by u	y when looking at types of lea ising examples of care and eff ferent faiths and beliefs and	regards to care. sh Values. We will look at Demo gislation and rights to access ca fective communication with ind	re. The understanding and deve lividuals who have additional ne	re taught throughout the exam u elopment of mutual respect will b eeds. Throughout the whole cour e for individuals and the celebrat	e addressed consistently se we will develop and focus		
	of law and individual libert through all topic areas by u on tolerance of those of dif	y when looking at types of leg ising examples of care and eff ferent faiths and beliefs and em.	regards to care. sh Values. We will look at Demo gislation and rights to access ca fective communication with ind	re. The understanding and deve lividuals who have additional ne ngly and through guidance mad	elopment of mutual respect will b eeds. Throughout the whole cour e for individuals and the celebrat	e addressed consistently se we will develop and focus		
	of law and individual libert through all topic areas by u on tolerance of those of dif	y when looking at types of leg ising examples of care and eff ferent faiths and beliefs and em. <b>Tea</b> <b>P3:</b> * written prose	regards to care. sh Values. We will look at Demo gislation and rights to access ca fective communication with ind the adaptations which are willin	re. The understanding and deve lividuals who have additional ne ngly and through guidance mad	elopment of mutual respect will b eeds. Throughout the whole cour e for individuals and the celebrat	e addressed consistently se we will develop and focus		
	of law and individual libert through all topic areas by u on tolerance of those of dif health and social care syste <b>P1,:</b> written prose <b>M1:</b> written prose	y when looking at types of leg ising examples of care and eff ferent faiths and beliefs and em. Tea	regards to care. sh Values. We will look at Demo gislation and rights to access can fective communication with ind the adaptations which are willin acher 1: Unit 1: Building position P4: observation P5: observation	re. The understanding and deve lividuals who have additional ne ngly and through guidance mad ve relationships in health and s	elopment of mutual respect will b eeds. Throughout the whole cour e for individuals and the celebrat social care	e addressed consistently se we will develop and focus		
	of law and individual libert through all topic areas by u on tolerance of those of dif health and social care syste <b>P1,:</b> written prose <b>M1:</b> written prose <b>P2:</b> * written prose	y when looking at types of leg ising examples of care and eff ferent faiths and beliefs and t em. <b>Te:</b> <b>P3:</b> * written prose <b>M2</b> written prose	regards to care. sh Values. We will look at Demo gislation and rights to access ca fective communication with ind the adaptations which are willin acher 1: Unit 1: Building positiv P4: observation P5: observation M3: written prose	re. The understanding and deve lividuals who have additional ne ngly and through guidance mad ve relationships in health and s D1: written prose	elopment of mutual respect will b eeds. Throughout the whole cour e for individuals and the celebrat social care Moderation - April TBC	e addressed consistently rse we will develop and focus tion of diversity through the		
	of law and individual libert through all topic areas by u on tolerance of those of dif health and social care syste <b>P1,:</b> written prose <b>M1:</b> written prose <b>P2:</b> * written prose <b>Teacher 2: Unit 2: Equal</b>	y when looking at types of leg ising examples of care and eff ferent faiths and beliefs and em. <b>Tea</b> <b>P3:</b> * written prose	regards to care. sh Values. We will look at Demo gislation and rights to access ca fective communication with ind the adaptations which are willin acher 1: Unit 1: Building positiv P4: observation P5: observation M3: written prose	re. The understanding and deve lividuals who have additional ne ngly and through guidance mad ve relationships in health and s	elopment of mutual respect will b eeds. Throughout the whole cour e for individuals and the celebrat social care	e addressed consistently rse we will develop and focus tion of diversity through the ealth, reproduction and early		
British Values	of law and individual libert through all topic areas by u on tolerance of those of dif health and social care syste <b>P1,:</b> written prose <b>M1:</b> written prose <b>P2:</b> * written prose <b>Teacher 2: Unit 2: Equal</b>	y when looking at types of leg ising examples of care and eff ferent faiths and beliefs and tem. <b>Tem</b> <b>P3:</b> * written prose <b>M2</b> written prose <b>ity, diversity and rights in</b>	regards to care. sh Values. We will look at Demo gislation and rights to access ca fective communication with ind the adaptations which are willin acher 1: Unit 1: Building positiv P4: observation P5: observation M3: written prose	re. The understanding and deve lividuals who have additional ne ngly and through guidance mad ve relationships in health and s D1: written prose	elopment of mutual respect will b eeds. Throughout the whole cour e for individuals and the celebrat social care Moderation - April TBC Teacher 2: Unit 13: Sexual he	e addressed consistently rse we will develop and focus tion of diversity through the ealth, reproduction and early		
	of law and individual libert through all topic areas by u on tolerance of those of dif health and social care syste <b>P1</b> ,: written prose <b>P2</b> : * written prose <b>Teacher 2: Unit 2: Equal</b> health and	y when looking at types of leg ising examples of care and eff ferent faiths and beliefs and te em. <b>Te:</b> <b>P3:</b> * written prose <b>M2</b> written prose <b>ity, diversity and rights in</b> <b>I social care</b>	regards to care. sh Values. We will look at Demo gislation and rights to access ca fective communication with ind the adaptations which are willin acher 1: Unit 1: Building positiv P4: observation P5: observation M3: written prose Unit 10: Nutri P1: written prose P2: written prose	re. The understanding and deve lividuals who have additional ne ngly and through guidance mad ve relationships in health and s D1: written prose tion for Health D1: written prose P5: written prose	elopment of mutual respect will b eeds. Throughout the whole cour e for individuals and the celebrat social care Moderation - April TBC Teacher 2: Unit 13: Sexual he developme	e addressed consistently rse we will develop and focus tion of diversity through the ealth, reproduction and early ent stages		
British Values	of law and individual libert through all topic areas by u on tolerance of those of did health and social care syste <b>P1,:</b> written prose <b>P1:</b> written prose <b>P2:</b> * written prose <b>Teacher 2: Unit 2: Equal</b> health and LO1: end of topic test	y when looking at types of leg ising examples of care and eff ferent faiths and beliefs and em. <b>Tea</b> <b>P3:</b> * written prose <b>M2</b> written prose <b>ity, diversity and rights in</b> <b>I social care</b> LO3. end of topic test	regards to care. sh Values. We will look at Demo gislation and rights to access ca fective communication with ind the adaptations which are willin acher 1: Unit 1: Building position P4: observation P5: observation M3: written prose Unit 10: Nutri P1: written prose	re. The understanding and deve lividuals who have additional ne ngly and through guidance mad ve relationships in health and s D1: written prose tion for Health D1: written prose	elopment of mutual respect will b eeds. Throughout the whole cour e for individuals and the celebrat social care Moderation - April TBC Teacher 2: Unit 13: Sexual he development P1: Written prose	e addressed consistently rse we will develop and focus tion of diversity through the ealth, reproduction and early ent stages		



The curriculum	in Health and social care uses		Key Stage 5 Health and Social outputs develop the underpinni		cal and personal skills required t	o work in this sector. They
		learn how to deliver person	-centred care and support to r	neet the needs of a variety of s	ervice-users.	, , , , , , , , , , , ,
				E (2022/23) CURRICULUM 20		
	HALF TERM 1	HALF TERM 2	HALF TERM 3	HALF TERM 4	HALF TERM 5	HALF TERM 6
Topic and learning focus	Teacher 1: UnitLO1. Understand typesand signs of abuseLO2. Understand factorswhich may lead to abusivesituationsLO3. Understandlegislation, regulatoryrequirements andguidance which govern thesafeguarding of adults,young people and children	<ul> <li>t 7: Safeguarding</li> <li>LO4. Understand how to deal with suspected abuse and disclosures of abuse</li> <li>LO5. Understand working strategies and procedures for the safeguarding and protection of adults, young people and children</li> <li>LO6. Understand how workers within health, social care and child care environments can minimise the risk of abuse</li> </ul>	Unit 9: Supporting people wi P1: Define the term learning disabilities - completed in June 2022 P2:* Describe types of learning disabilities and their causes - completed in June 2022 P3*: Explain the difficulties which may be experienced by individuals with learning disabilities M1: Assess the impact of difficulties on individuals with learning disabilities	th learning disabilities P4*: Suggest services within the health and social care sector that can best support the needs of individuals with learning disabilities P5:* Explain the role of different practitioners in supporting individuals with learning disabilities in health and social care M2: Evaluate the impact of person-centred approaches on the quality of life of individuals with learning disabilities	Moderation	
	P1:Describe types of dementia and common signs P2: * Describe the components for the	P4: * Describe legislation and frameworks which support the care of individuals with dementia P5: Suggest services	D1: Analyse ways to overcome difficulties experienced by individuals with learning disabilities g people with dementia P6*: Evaluate the effectiveness of using a person centred approach to the care of an individual with dementia	M2: Evaluate the effectiveness of multiagency working in improving the health and quality of life for people with		
	diagnosis of dementia	within the health and			Moderation	

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

	Explain how each piece of legislation aims to protect individuals. Be able to explain the fluctuating needs of dementia and be able to explain why this happens	of abuse and know how to respond to each. 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. Be able to identify and apply ways to reduce risk of harm Explain how each piece of legislation aims to protect individuals.	people who have learning disabilities. Be able to evaluate the effectiveness of person centred approaches.	Be able to evaluate the impact that multi agency working has on working with people with dementia.		
Complex Knowledge	Application to exam question and command verbs.	Application to exam question and command verbs.	Demonstrate skills and abilities to perform an assessment of a scene.	Demonstrate skills and abilities to perform an assessment of a scene.		
	Application to case studies and settings.	Application to case studies and settings.	Application to case studies and settings.	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.		
	Teacher 1: Unit	7: Safeguarding	Unit 9: Supporting people wi	th learning disabilities		
	LO1. Understand types and signs of abuse LO2. Understand factors	LO4. Understand how to deal with suspected abuse and disclosures of abuse	LO1. Know the types and causes of learning disabilities	LO3. Be able to support individuals with learning disabilities to plan their care and support		
	which may lead to abusive situations LO3. Understand	LO5. Understand working strategies and procedures for the safeguarding and protection of adults, young	LO2. Understand the difficulties that may be experienced by individuals with learning disabilities		Moderation	
	legislation, regulatory requirements and guidance which govern the	people and children	0			



Links with the	safeguarding of adults,	LO6. Understand how							
National	young people and children	workers within health,							
Curriculum		social care and child care							
		environments can minimise							
		the risk of abuse							
		1		ng people with dementia	1				
	LO1. Understand types	LO2. Know legislation and	LO3. Be able to support	LO3. Be able to support					
	of dementia and the	frameworks which	individuals with dementia	individuals with dementia					
	impact of dementia and	support the care of	to plan their care and	to plan their care and					
	diagnosis on individuals	individuals with dementia	support	support	Moderation				
		LO3. Be able to support							
		individuals with dementia							
		to plan their care and							
		support							
			•	·	•				
Literacy	Abuse, neglect, sexual,	suspicion, disclosure,	down's syndrome, edwards	Mencap, PHAB clubs,					
(including	physical, emotional,	procedure, policy,	syndrome,mencap, Rett	respite care, advocate,					
reading)	financial, dementia,	protection, designated	syndrome, communication,	EHCP, multidisciplinary,					
-	alziehmers, vascular,	safeguarding	environmental, access,	legislation, guidance.					
	lewy bodies,	officer.looked after	prejudice, stigma						
	frontotemporal	children frameworks.	designated safeguarding						
	dementia, mild cognitive	guidance, care plan,	officer. frameworks,						
	impairment, confusion,	person centred, co-	guidance, care plan, person						
	components of	production	centred, co-production						
	diagnosis, power of	production	centred, co production						
	attorney,								
Cultural Capital	, .	ion students will be able to de	velop an appreciation for the h	ealth and social care services a	I nd the approaches used within the	em 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							
					care and how we can offer mutua				
				lge in a practical application of s		r espect to ever y murvidual			
Social, Moral,	Students will understand	Students will develop	Students will understand	Students will take into	Students will understand the				
Spiritual and	the importance of the	understanding of the	and develop appreciation	consideration all factors	importance of clear				
Cultural	NHS and the services we		for the cultural and		communication both verbal				
	offer and will be able to	importance of socialising		including religion and	and nonverbal to allow them				
Development		within your community or	religious beliefs that may	beliefs when planning an					
	appreciate the culture	friendship circle and the	positively or negatively	activity. They will be	to think about individuals who				
	we live in and how lucky	impacts that health	affect their lives and	thinking of celebrating	may have language barriers.				
	we are to be able to	conditions or additional	willingness to seek support	diversity and challenging	They will be concentrated on				

	easily access care	needs can have on the	for their needs. Students	anti-discriminatory	how to remove these barriers	
	services.	individual and their ability	will start to understand the	practices.	and how to value diversity.	
		to include themselves	impact that culture can			
		with others.	have on the decision			
			making processes in			
			regards to care.			
Fundamental British Values	of law and individual liber through all topic areas by	ty when looking at types of lea using examples of care and eff ifferent faiths and beliefs and	gislation and rights to access ca fective communication with inc	re. The understanding and deve lividuals who have additional ne	re taught throughout the exam ur elopment of mutual respect will be eeds. Throughout the whole cours e for individuals and the celebrati	e addressed consistently e we will develop and focus
	Teacher 1: Un	it 7: Safeguarding	Unit 9: Supporting people wi	th learning disabilities		
	LO1: end of topic test LO2. end of topic test	LO4: end of topic test LO5. end of topic test	P1: Written prose P2: Written prose	P4: Written prose P5: Written prose	Madagating AppliEDC	
Assessment	LO3:end of topic test	Mock exam <b>(60 marks)</b>	P3: Written prose M1: Written prose D1: Written prose	M2: Written prose	Moderation - April TBC	
		Unit 16: supportin	g people with dementia	·		
	P1: Written prose	P4: * Written prose	P6*: Written prose	M2: Written prose		
	P2: * Written prose	P5: Written prose	P7: Written prose		Moderation - April TBC	
	P3: Written prose		<b>P8:</b> * Written prosel			
	M1: Written prose					
	D1: Written prose					

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



	health, social care or	care or child care	build a positive relationship	positive relationships in	Moderation	
	child care environments	environments	in a health, social care or	health, social care or child	April	
			child care environment	care environments		
	M1: Analyse the role	M2: Analyse how a				
	that context plays in	person-centred approach	P5: Demonstrate effective			
	different relationships in	supports the building of	communication skills in a			
	health, social care and	positive relationships in	group interaction to build a			
	child care environments	health, social care or child	positive relationship in a			
		care environments	health, social care or child			
	P2: * Explain factors that		care environment			
	can influence the					
	building of positive		M3: Review the			
	relationships in health,		effectiveness of the			
	social care or child care		communication skills used			
	environments		during the interactions			
	child finding for the second sec	Teacher 2: Unit 2		in health and social care/Unit 1	0: Nutrition for Health	
	LO1: Understand					
		LO3. Understand how	Revision and external			
	concepts of equality,	current legislation and	Exam	D1: Evaluate the possible		
	diversity and rights and	national initiatives		causes of poor nutrition for	Moderation	
	how these are applied in	promote	P1: * Describe nutritional	different individuals	April	
	the context of health,	antidiscriminatory	and diet guidelines			
	social care and child care	practice in health, social		<b>P5:</b> Evaluate the diet and		
	environments	care and child care	<b>P2:</b> Describe the functions	nutrition of a chosen		
		environments	of nutrients	individual		
	LO2. Understand the					
	impact of discriminatory	LO4. Understand how	P3: * Explain how	P4: Explain factors which		
	practices on individuals	equality, diversity and	nutritional requirements	influence nutritional health		
	in health, social care and	rights in health, social	differ for individuals			
	child care environments	care and child care		P6: Develop a dietary plan		
		environments are	M1: Analyse the possible	to improve the nutritional		
		promoted.	effects of poor nutrition for	health of an individual		
			different individual			
				M2: Analyse the		
				sustainability of a dietary		
				plan for a chosen individual		
Foundational	Know what equality and	Understand the term	Know the effective	Know what it means to be a		
Knowledge	diversity is.	legislation	communication skills for	reflective practitioner.		
Prior learning		-	interactions			
needed	Know what nutrients	know the effects of poor		Have completed a diet plan.		
		nutrition.	Know what a diet plan is.			



			[			
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.		
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 learners.		
Complex Knowledge	Application to exam question and command verbs. Application to case studies and settings. Accessing requirements for command verbs.	Application to exam question and command verbs. Application to case studies and settings. Accessing requirements for command verbs.	Demonstrate skills and abilities to perform an assessment of a scene. Application to case studies and settings. Accessing requirements for command verbs.	Demonstrate skills and abilities to perform an assessment of a scene. Application to case studies and settings. Accessing requirements for command verbs.		
	LO1. Understand relationships in health, social care or child care environments		acher 1: Unit 1: Building positi LO4. Be able to use communication skills effectively to build positive relationships in a health, social care or child care environment	ve relationships in health and s LO4. Be able to use communication skills effectively to build positive relationships in a health, social care or child care environment	ocial care	



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	LO2. Understand the					
	factors that influence the					
	building of relationships					
			eacher 2: Unit 2: Equality, dive		ocial care	
	LO1: Understand	LO3. Understand how	Learning Outcome 1: Know	Learning Outcome 3:		
Links with the	concepts of equality,	current legislation and	nutritional and diet	Understand factors which		
National	diversity and rights and	national initiatives	guidelines.	influence nutritional health.		
Curriculum	how these are applied in	promote anti				
	the context of health,	discriminatory practice in	Learning Outcome 2:	Learning Outcome 4: Be		
	social care and child care	health, social care and	Understand the functions of	able to make		
	environments	child care environments	nutrients.	recommendations to		
				improve nutritional health.		
	LO2. Understand the	LO4. Understand how				
	impact of discriminatory	equality, diversity and				
	practices on individuals	rights in health, social				
	in health, social care and	care and child care				
	child care environments	environments are				
		promoted.				
Literacy	Positive relationships,	Discrimination, Diversity,	Dietary intake guidelines:	Factors, CHD, IBS,		
(including	person centred	Equality, Harassment,	(e.g. eatwell plate, food	intolerances, economic		
reading)	approaches, care	Positive action, Protected	pyramids, food groups, five-	circumstances, family,		
	planning,	characteristics, Rights	a-day, NHS Change4Life,	preference, patterns, fluid		
	communication,		healthy eating)	balance, labelling, traffic		
	environments,		Energy balance, Nutritional	light system.		
			measures (BMI), growth			
	Discrimination,		charts, recommended	Intake, analysis, nutritional		
	Diversity, Equality,		intakes, Food labelling	plans, portions.		
	Harassment, Positive		regulations, nutritional			
	action, Protected		information			
	characteristics, Rights		Macro/Micro nutrients,			
			carbohydrates, Proteins,			
			lipids, vitamins, minerals.			
			Functions, immunity,			
			effects of deficiencies			
Cultural Capital					nd the approaches used within the	
					lividuals and protect them with w	
					w we can work to remove those b	
					care and how we can offer mutual	respect to every individual
	we work with. They will als	so be given the opportunity to	show those skills and knowled	ge in a practical application of s	kill.	

Social, Moral, Spiritual and Cultural Development Fundamental British Values	of law and individual libert through all topic areas by u	y when looking at types of leg using examples of care and eff	gislation and rights to access ca fective communication with inc	re. The understanding and deve lividuals who have additional ne	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.	e addressed consistently e we will develop and focus
	health and social care syste		achar 1. I Init 1. Duilding paciti	vo rolationshins in health and s	acial care	
	P1,: written prose	P3: * written prose	P4: observation	ve relationships in health and s D1: written prose	Moderation - April TBC	
	M1: written prose	M2 written prose	<b>P4:</b> observation <b>P5:</b> observation	D1: written prose	Moderation - April TBC	
Assessment	P2: * written prose	whiten plose	M3: written prose			
	•	quality, diversity and rights i	•	Teacher 2: Unit 10: Nutrition	for health	
	LO1: end of topic test	LO3. end of topic test	P1: written prose	D1: written prose	Moderation - April TBC	
	LO2. end of topic test	Mock exam (60 marks)	P2: written prose	P5: written prose		
			P3: * written prose	P4: written prose		
			M1: written prose	P6: written prose		
				M2: written prose		