

## Subject Curriculum Overview for Academic Year 2022/2023

Subject: Health and Social Care		Subject Leader: Bethan Woolley	Year Group: 11	AUTUMN TERM
Topic	Key Learning Points	Key Vocabulary	Assessments	
R021 - Essential values of care for use with individuals in care settings	<p>Students will continue with the examined unit which they began at the end of Year 10.</p> <p>Students will cover learning outcome 2: Understand the importance of the values of care and how they are applied, students will:</p> <ul style="list-style-type: none"> <li>• Understand the values of care in health and social care</li> <li>• Know where the values of care are applied</li> <li>• Know how the values are applied</li> <li>• Understand how the early years values of care are applied in settings</li> <li>• Know the importance of applying the values of care</li> <li>• Know the effects on people who use services if the values of care are not applied</li> </ul> <p>Students will cover Learning Outcome 3: Understand how legislation impacts on care settings, students will:</p> <ul style="list-style-type: none"> <li>• Know the key aspects of legislation which are relevant to groups of individuals</li> <li>• Understand an overview of the key aspects of legislation</li> <li>• Know how key legislation impacts on people who use the services, care practitioners and service providers</li> </ul> <p>Students will cover Learning Outcome 4: Understand how personal hygiene, safety and security measures protect individuals, students will:</p> <ul style="list-style-type: none"> <li>• Understand the importance of good personal hygiene</li> <li>• Know the safety procedures required in settings</li> <li>• Know the security measures that should be in place in settings</li> <li>• Understand how individuals are protected by reducing risks</li> </ul>	Equality Diversity Confidentiality Promoting individuals' Rights and beliefs Confidentiality Reflective practitioner Protecting children from abuse PIES Children and young people Vulnerable adults Ethnic minority groups People with disabilities men and women Older adults Equality Act 2010 Children Act 2004 Data Protection Act 2018 Health and Safety at Work Act 1974 Mental Health Act 2007 Cross contamination Infection Moving and handling techniques	Assessment will take place through exam questions being embedded within the topic content. End of half term assessment.	

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Subject: Health and Social Care		Subject Leader: Bethan Woolley	Year Group: 11	SPRING TERM
Topic	Key Learning Points	Key Vocabulary	Assessments	
<p>R021 - Essential values of care for use with individuals in care settings</p> <p>Unit R031: Using basic first aid procedures</p>	<p>Students will spend the first few weeks revising and practicing exam technique for their R021 actual exam in January.</p> <p>Students will use prior learning from Year 9 to complete their Task 1: Assessing the scene coursework. This task covers part of Learning Outcome 1: Be able to assess scenes of accidents to identify risks and continuing dangers Students will need to show:</p> <ul style="list-style-type: none"> <li>• that they can assess the dangers to the casualty, the first aider and others</li> <li>• consideration of how the area can be made safe</li> <li>• how to obtain informed consent</li> <li>• how to demonstrate clear communication</li> </ul> <p>Students will need to take part in a role play to demonstrate these skills.</p> <p>Students will then complete Task 2: Additional support coursework. This task covers part of Learning Outcome 1: Be able to assess scenes of accidents to identify risks and continuing dangers Students will need to explain for a scenario additional support that will be needed to help deal with the accident. Students should describe:</p> <ul style="list-style-type: none"> <li>• when and how to seek additional support</li> <li>• why the people reported to are appropriate</li> <li>• the information you would supply to the emergency services</li> </ul> <p>Students will then complete Task 3: Understanding first aid procedures coursework. This task covers Learning Outcome 2: Understand the first aid procedures for a range of injuries. Students will need to produce a reference guide to provide information about how to identify the nature and severity of set injuries, the current first aid procedures for these injuries and the rationale (reasons) for the procedures.</p>	<p>Cross infection Severe trauma Physiological shock Anaphylactic shock Conscious/unconscious and breathing/not breathing Choking Asthma attack Burns or scald Bleeding Shock severity Symptoms The correct sequence of steps in the current first aid procedures Rationale</p>	<p>Final examination.</p> <p>Assessment will take place through the completion of R031 coursework, opportunity has been built in for feedback and improvements</p>	

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	<p>Students will then complete Task 4: Demonstrate first aid procedures This task covers part of Learning Outcome 3: Be able to apply basic first aid Procedures.</p> <p>Students will need to demonstrate the first aid procedure, in the correct sequence of steps, for each of the following:</p> <ul style="list-style-type: none"><li>• conscious/unconscious and breathing/not breathing</li><li>• choking</li><li>• an asthma attack</li><li>• burns or scald</li><li>• bleeding</li><li>• shock</li></ul>		
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### How parents can support learning in the subject this academic year

It is important students have an awareness of the vast amount of news stories linked to HSC and EY. We encourage families to discuss cases in the news, watch relevant documentaries and encourage wider reading around this subject to broaden their knowledge. Health and social care is an ever evolving subject so keeping up to date will positively impact their experience on this course.

### Recommended Reading

These following websites may be of use:

- <https://www.ocr.org.uk/qualifications/cambridge-nationals/health-and-social-care-level-1-2-j835/>
- <https://www.scie.org.uk/>
- <https://www.theguardian.com/society>

<https://www.bbc.co.uk/bitesize/topics/zbp2scw>

### Points to note

Occasionally students may reflect on personal experience when discussing case studies. We never expect students to divulge private or personal circumstances.