

Subject Curriculum Overview for Academic Year 2023/2024

Subject: Health and Social Care		Subject Leader: Bethan Woolley	Year Group: 11	AUTUMN TERM
Topic	Key Learning Points		Key Vocabulary	Assessments
R034 – Creative and Therapeutic Activities	<p><i>End point: Students will have planned, delivered and evaluated a creative activity for an individual or a group, using the live brief set by the exam board for this academic year</i></p> <p>Students will complete this optional NEA unit which will allow them to explore the different types of creative and therapeutic activities that are available.</p> <p>Students will cover:</p> <p>1.1 Types of therapies that are used in health and social care These will include sensory, cognitive, expressive and physical. The benefits of these will be evaluated by looking at how they help an individual physically, intellectually, emotionally and socially.</p> <p>2.1 Types of creative activities and their benefits Students will look at activities that can be classified as physical, intellectual or cognitive, emotional, social, sensory or imaginative. The benefits of these will be evaluated by looking at how they help an individual physically, intellectually, emotionally, morally and socially.</p> <p>3.1 Factors that affect the selection of a creative activity Students will look at an individual abilities, examples of an individual abilities may include: learning difficulties, sensory impairment, behavioural conditions, physical impairment/disabilities, memory loss/dementia, medical conditions, an individual's religious/cultural beliefs and the inclusivity of gender when running an activity.. They will also look at the benefit of the activity to the individual.</p> <p>3.2 How to plan a creative activity to meet individual abilities Students will need to clearly identify the aims of the creative activity. This will include the purpose specific to an individual or group and its appropriateness. They will need to be able to identify the timescales, resources needed, safety requirements, and the communication method most applicable. They will need to clearly explain the correct methodology whether this is demonstration, group work</p>		<p>Sensory Cognitive Expressive Physical Self-esteem Self-concept Empowerment learning difficulties sensory impairment behavioural conditions physical impairment/disabilities memory loss/dementia religious/cultural beliefs the inclusivity of gender methodology personal qualities feedback</p>	<p>Assessment will take place through the completion of R034 coursework, opportunity has been built in for feedback and improvements</p>

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	<p>or individual contribution. Before the activity is completed the students will need to identify the best feedback methods.</p> <p>4.1 Skills/personal qualities required to encourage participation Students will need to understand the need for effective communication, supporting inclusion and being responsive. They will also need to understand the impact of positive personal qualities such as cheerfulness, patience, caring and respect.</p> <p>4.2 Deliver a creative activity with a group or individual Students will demonstrate through delivering the activity to their peers and introduction of the activity, its aim(s), the content that will be covered. They will need to settle the individuals so that they are prepared to carry out the activities, then supervise the activity, while it is taking place they will need to encourage participation and intervene when necessary. They should continually provide support, be able to maintain safety, keep to timescales, if necessary replenish resources/materials. When the activity is complete they will need to collect feedback from participants.</p> <p>4.3 Evaluation Students will then evaluate their own performance using feedback and also self-reflecting on their strengths and weaknesses of their planning, their communication skills, how they encouraged participation of the individual/group, they will then need to suggest improvements which can include what you would do differently and why.</p>		
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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
R032 – Principles of care in health and social care settings	<p><i>End Point: Students will have an good knowledge and understanding of the four topic areas</i></p> <p>Students will begin this examination unit by recapping previous taught content from Year 10 on Topic Area 1: The rights of service users in health and social care settings. This is to include:</p> <ul style="list-style-type: none"> 1.1 Types of care settings, understanding both health and social care 1.2 The rights of service users, knowing the 5 rights; Choice, Confidentiality, Consultation, Equal and fair treatment and Protection from abuse and harm 1.3 The benefits to service users' health and wellbeing when their rights are maintained, being able to give examples of how maintaining rights will benefit service users' health and wellbeing and linking these benefits to rights in health and social care settings. <p>Students will then cover new content Topic Area 2: Person-centred values. This is to include:</p> <ul style="list-style-type: none"> 2.1 Person-centred values and how they are applied by service providers, be able to know the meaning of person-centred values and give examples of how the person-centred values can be applied in health and social care settings by service providers. Know the qualities required of a service practitioner. Know the meaning of the 6Cs and be able to give examples of how service practitioners use the 6Cs to inform and deliver person-centred values. 2.2 Benefits of applying the person-centred values, be able to give examples of how applying the person-centred values will benefit service providers and linking benefits of applying person-centred values in health and social care settings. 2.3 Effects on service users' health and wellbeing if person-centred values are not applied, be able to apply examples in all health and social care settings using all areas of PIES, confidently analyse the effects and making connections between the PIES on service users health and wellbeing. 		Service user Professional Setting Empowerment High self-esteem Confidence and trust Individuality Choice Rights Independence Privacy Dignity Respect Partnership Encouraging decision making of service user Care Compassion Competence Communication Courage Commitment Standardisation of care PIES Malnutrition Dehydration Low self-esteem Social interaction	Students will complete assessments after each topic area covered and also during this term will complete their mock examination. Assessments will follow the same format as the examination to practice technique and broaden understanding.

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	<p>Students will continue with new content Topic Area 3: Effective communication in health and social care settings. This is to include:</p> <ul style="list-style-type: none"> • 3.1 The importance of verbal communication skills in health and social care settings, understand the range of verbal communication skills and how and when they could be used with service users in health and social care settings • 3.2 The importance of non-verbal communication skills in health and social care settings, how and when they could be used with service users in health and social care settings • 3.3 The importance of active listening in health and social care settings • 3.4 The importance of special methods of communication in health and social care settings • 3.5 The importance of effective communication in health and social care settings and knowing the impact of poor communication skills <p>The final content is Topic Area 4: Protecting service users and service providers in health and social care settings. This is to include:</p> <ul style="list-style-type: none"> • 4.1 Safeguarding, having a good knowledge of the individuals who need safeguarding and be able to assess the impacts for service users of a lack of safeguarding. Know the safeguarding procedures in care settings and the training that is mandatory by staff. Be able to know the levels of clearance required within the disclosure and Barring Service (DBS) • 4.2 Infection prevention. Know the reasons for carrying out infection prevention in different types of care settings and how they protect the health and wellbeing of service providers and service users in different types of health and social care settings. • 4.3 Safety procedures and measures and be able to know and give examples on the difference between a 'procedure' and a 'measure' • 4.4 How security measures protect service users and staff, know the reasons for security measures in different types of health and social care settings and how they protect the health and wellbeing of service users and service providers 	<p>Adapting type/method of communicating to meet the needs of the service user or the situation</p> <p>Clarity</p> <p>Empathy</p> <p>Patience</p> <p>Using appropriate vocabulary</p> <p>Tone</p> <p>Volume</p> <p>Pace</p> <p>Willingness to contribute to team working</p> <p>Eye contact</p> <p>Facial expressions</p> <p>Gestures</p> <p>Positioning</p> <p>Space</p> <p>Height</p> <p>Personal space</p> <p>Positive body language</p> <p>Sense of humour</p> <p>active listening</p> <p>Advocate</p> <p>Braille</p> <p>British Sign Language</p> <p>Interpreters</p> <p>Makaton</p> <p>Voice activated software</p> <p>Moving and handling techniques</p>	
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Topic	Key Learning Points		Key Vocabulary	Assessments
R032 - Revision	<p><i>End Point: Students will be able to apply the four topic areas to a range of different examination questions to be fully prepared for the external examination</i></p> <p>Students will revisit all four topic areas and will strengthen their knowledge and breadth of understanding and address any misconceptions.</p> <p>Students will practice for the format of the exam which will have three questions that will be set with a situation or scenario. They will practice 6 mark extended response questions that will require students to provide an extended answer when showing their knowledge and understanding. They will practice an 8 mark extended response question which will assess Performance Objective 3 being able to include discussion or evaluation.</p>			<p>This unit is assessed by an exam. The exam is 1 hour and 15 minutes and has 70 marks in total.</p> <p>The exam will have 6 compulsory questions. Question types include:</p> <ul style="list-style-type: none"> • short and medium answer • extended response. <p>This allows assessment of the following Performance Objectives:</p> <p>PO1 – Recall knowledge and show understanding</p> <p>PO2 – Apply knowledge and understanding</p> <p>PO3 – Analyse and evaluate knowledge, understanding and performance.</p>

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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.