

Subject Curriculum Overview for Academic Year 2024/25

Subject: Health and Social Care		Subject Leader: Bethan Woolley	Year Group: 10	AUTUMN TERM
Topic	Key Learning Points		Key Vocabulary	Assessments
R033 Supporting Individuals through life events	<p><i>End Point: Students will have completed the study of growth and development of an individual using PIES and prepared for the interview about life events</i></p> <p>Students will spend the first half term working on Task 1 of the non-examined assessment for R033. Before starting this task, students will recap their previous knowledge from Year 9 on this topic.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Be able to identify the life stages • Be able to attribute PIES to the life stages and explain how these affect growth and development • Explain factors that could affect an individual's growth and development. • Explain the impact these factors can have on an individual's growth and development • Have a chosen individual that has been approved by teacher who they will base their coursework Task 1 on • Complete coursework task 1 		<p>Childhood (4-10 years)</p> <p>Adolescence (11-18 years)</p> <p>Adulthood (19 – 65 years)</p> <p>Older Adulthood (65+ years)</p> <p>Physical</p> <p>Intellectual</p> <p>Emotional</p> <p>Social</p> <p>Environmental Factors</p> <p>Economic Factors</p> <p>Social Factors</p>	<p>Assessment will take place through the completion of R033 Task 1 – opportunity has been built in for feedback and improvements</p>
R033 Supporting Individuals through life events	<p>Students will spend the second half of the autumn term preparing for Task 2a of the non-examined assessment for R033.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Be able to explain the impact of physical events on PIES with examples. • Be able to explain the impact of relationship changes on PIES with examples. • Students should be able to explain the impact of life circumstances on PIES with examples. • Acquire the skills required to interview an individual and the relevant questions to ask • Write a series of questions suitable to interview a person about their life events • Be able to understand how to provide evidence when interviewing an individual 		<p>physical impact</p> <p>intellectual impact,</p> <p>emotional impact</p> <p>social impact</p> <p>financial impact</p> <p>positive impact</p> <p>negative impacts</p>	<p>Assessment will take place through formative assessment through the half term to ensure understanding.</p>

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Subject: Health and Social Care		Subject Leader: Bethan Woolley	Year Group: 10	SPRING TERM
Topic	Key Learning Points		Key Vocabulary	Assessments
R033 Supporting Individuals through life events	<p><i>End Point: Students will have completed their interview and written about the two life events and then discussed sources of support for their individual</i></p> <p>Students will spend the first half term working on Task 2a of the non-examined assessment for R033. Students will:</p> <ul style="list-style-type: none"> • Choose an individual who they are able to interview • Describe two life events that their individual has experienced • Explain the life stage these events have happened in • Explain the impact of these life events on the chosen individual at the time it occurred • Evaluate how the impact of the life event affected the person physically, intellectually, emotionally, socially and financially • Complete all required paperwork for Task 2a 		Evidence Impact Authentication	Assessment will take place through the completion of R033 Task 2a – opportunity has been built in for feedback and improvements
R033 Supporting Individuals through life events	<p>Students will spend the second half of the Spring Term preparing then completing Task 2b of the non-examined assessment for R033. Students will:</p> <ul style="list-style-type: none"> • Understand formal sources of support both nationally and locally • Understand informal sources of support both nationally and locally • Understand charities that can support both nationally and locally • Understand which practitioners can offer support and what their roles are • Understand how the practitioners can apply their specialism to meet an individual need • Know how person-centred values can be applied in recommending personalised support • Know how to do effective research • Complete task 2b 		Formal support Informal support Charitable support Practitioners Person centred values	Assessment will take place through formative assessment through the half term to ensure understanding. Assessment will take place through the completion of R033 Task 2b – opportunity has been built in for feedback and improvements

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Subject: Health and Social Care		Subject Leader: Bethan Woolley	Year Group: 10	SUMMER TERM
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<p>Unit R032: Principles of care in health and social care settings</p> <p>Topic Area 1: The rights of service users in health and social care settings</p>	<p><i>End Point: Students will have covered topic area 1 and topic area 2 of the examined unit and completed their mock assessment</i></p> <p>In the first half term of the summer students will begin on the examined unit, this knowledge will help them with their examination in the summer of Year 11 and also with their NEA at the start of Year 11.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Know the types of care settings, including Health care and Social care • Know the rights of service users which include Choice Confidentiality Consultation Equal and fair treatment Protection from abuse and harm • The benefits to service users' health and wellbeing when their rights are maintained through empowerment, independence and trust 		<p>Self – reliance Control Choice Self- esteem Empowerment Confidentiality Consultation</p>	<p>Assessment will take place through exam questions being embedded within the topic content. End of half term assessment.</p>
<p>Unit R032: Principles of care in health and social care settings</p> <p>Topic Area 2: Person-centred values</p>	<p>In the first second half term of the summer students will continue with the examined unit, this knowledge will help them with their examination in the summer of Year 11 and also with their NEA at the start of Year 11.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Know what person-centred values and how they are applied by service providers • Recognise the qualities required of a service practitioner • Know the benefits for service providers of applying person-centred values • Know the benefits for service users of having the person-centred values applied • Understand the effects on a service users' health and wellbeing if person-centred values are not applied 		<p>Individuality Choice Rights Independence Privacy Dignity Respect Partnership Encouraging decision making of service user Care Compassion Competence Communication Courage Commitment</p>	<p>Assessment will take place through exam questions being embedded within the topic content. End of half term assessment.</p>

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How parents can support learning in the subject this academic year

Support students when completing their interview by suggesting suitable candidates or being the person, they interview. Encouraging students to watch news and take an interest in Health and Social Care in the wider society.

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

We will not ask students to share the personal information from their coursework interview with their class. We will encourage students to not use actual names in their coursework.