

## Subject Curriculum Overview for Academic Year 2024/2025

Subject: Health and Social Care		Subject Leader: Bethan Woolley	Year Group: 12	AUTUMN TERM
Topic	Key Learning Points	Key Vocabulary	Assessments	
<p>Introductory Unit</p>	<p>Students will complete an introductory unit to enable them to successfully understand the key concepts of the two year course. Topics covered:</p> <ul style="list-style-type: none"> <li>• The different types of settings in Health, Social Care and Early Years</li> <li>• Who is a service user, who might access HSC and EY settings</li> <li>• What is a professional, who would work in which setting</li> <li>• What core skills do you need to work in HSC and EY</li> </ul>	<p>Hospital General Practitioners Walk in centres Social Care Residential Care Nursing Care Palliative Care Child Minders Nursery Preschool Specialist Care</p>	<p>Assessment for this short unit will be formative, questioning will be used to ensure all students have a through overview of HSC and EY</p>	
<p>Coursework Unit, Unit 1: Building Positive Relationships in Health and Social Care</p>	<p>Students will complete the sets assignments required for this unit :</p> <p>P1 – explaining different types of relationships that can be built in health, social care or child care environments</p> <ul style="list-style-type: none"> <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 relationships in health, social care or child care environments</li> <li>• P2 – Explain factors that can influence the building of positive relationships in health, social care or child care environments</li> <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> <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>For each of these tasks’ students will complete an extended writing task.</p>	<p>Formal Informal One-to-one Group Temporary dependency Individual Advocates Colleagues/peers Practitioners Verbal/Non-verbal communication Written communication Specialist communication Cultural factors Spiritual factors Environmental factors Physical Factors Person centred approach Reflective practice Training and mentoring Care plans</p>	<p>Assessment will take place through students meeting the set criteria for the NEA and opportunities for improvement will be given after each submitted task</p>	

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<p>Examined Unit, Unit 4: Anatomy and Physiology for Health and Social Care</p>	<p>Students will develop an understanding of the cardiovascular system including how malfunctions occur and how best to treat and care for people with cardiovascular malfunctions. Students will also learn how ventilation and gas exchange occurs in the respiratory system and the treatment and care of a variety of respiratory malfunctions.</p>	<p>cardiovascular system respiratory malfunctions</p>	<p>Assessment will take place through embedded examination questions to consolidate learning and end of topic tests</p>
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Subject: Health and Social Care		Subject Leader: Bethan Woolley	Year Group: 12	SPRING TERM
Topic	Key Learning Points	Key Vocabulary	Assessments	
<p>Examined Unit, Unit 4: Anatomy and Physiology for Health and Social Care</p>	<p>Students will develop an understanding of the musculoskeletal system, namely the structure of bones, various joints and the common malfunctions of the musculoskeletal system including how to treat and manage such conditions.</p> <p>Students will also develop an understanding of homeostatic regulatory systems in the body such as the kidney and coordination systems such as the nervous system. A variety of treatment and care methods of different diseases will also be covered.</p>	<p>musculoskeletal system homeostatic regulatory systems</p>	<p>Assessment will take place through embedded examination questions to consolidate learning and end of topic tests</p>	
<p>Examined Unit, Unit 3: Health, Safety and Security in Health and Social Care</p>	<p>Students will understand potential hazards in health, social care and child care settings. The students will understand how legislation, policies and procedures promote health, safety and security in health , social care and child cared environments. They develop a knowledge and understanding of the roles and responsibilities involved in health, social care and child care environments. Students learn about responses to incidents and emergencies in health and social care and child care environments and examine the role of a first aider .</p>	<p>Hazards Risk assessments Safeguarding Intentional/unintentional abuse legislation PPE Policies Procedures Direct/indirect costs Incidents/ emergencies</p>	<p>Assessment will take place through embedded examination questions to consolidate learning and end of topic tests. External exam in May</p>	

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Topic	Key Learning Points	Key Vocabulary	Assessments	
<p>Examined Unit, Unit 4: Anatomy and Physiology for Health and Social Care</p>	<p>Students will use this term to complete the unit and revise in detail for their summer external examination. Students will:</p> <ul style="list-style-type: none"> <li>• Practice exam techniques using past papers</li> <li>• Practice exam techniques by summative discussion of the exam questions</li> <li>• Understanding the command verbs and applying these to exam papers</li> <li>• Understanding what is expected for differing mark allocations</li> </ul>		<p>Assessment will take place through embedded examination questions to consolidate learning and end of topic tests</p>	
<p>Examined Unit, Unit 3: Health, Safety and Security in Health and Social Care</p>	<p>Students will spend this term applying the knowledge gained from the four learning objectives to fully revise for the examination. Students will:</p> <ul style="list-style-type: none"> <li>• Practice exam techniques using past papers</li> <li>• Practice exam techniques by summative discussion of the exam questions</li> <li>• Understanding the command verbs and applying these to exam papers</li> <li>• Understanding what is expected for differing mark allocations</li> </ul> <p>Creating learning mats for each of the learning objective</p>		<p>Assessment will take place through embedded examination questions to consolidate learning and end of topic tests</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

The following website will support:

<https://www.ocr.org.uk/qualifications/cambridge-technicals/health-and-social-care/>

<https://www.scie.org.uk/>

<https://www.theguardian.com/society>

### Points to note

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