

## Curriculum Mapping: Health and Social Care Year 10-11

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 10</b>	<b>R033 Supporting individuals through life events</b>	<b>R033 Supporting individuals through life events</b>	<b>R033 Supporting individuals through life events</b>	<b>R033 Supporting individuals through life events</b>	<b>R033 Supporting individuals through life events</b>	<b>R035 Health promotion campaigns</b>
	<p><b>Life stages and development</b></p> <p><i>Concepts/Tier 3 vocabulary</i></p> <p>Life stages, growth, development, childhood, adolescence, adulthood, PIES, puberty, attachment, fine and gross motor skills, self-esteem, self-image, logical thinking, physical factors, intellectual factors, social factors, emotional factors, economic factors, cultural factors, environmental factors</p>	<p><b>Life stages and development</b></p> <p><i>Concepts/Tier 3 vocabulary</i></p> <p>Diet and nutrition, lifestyle choices, genetics, physical and mental health, disability, sensory impairment, positive and negative relationships, social inclusion/exclusion, opportunities, discrimination, bullying, anxiety, fear, sadness/ happiness, grief, attachment, family security, family income, employment, debts, bills, wealth, education, private/public health providers (services, community, religion, race, gender identity, sexual orientation, housing needs and conditions, pollution, neighbourhood, home environment (neglect, conflict), access to services</p>	<p><b>Life events and their impacts on individuals</b></p> <p><i>Concepts/Tier 3 vocabulary</i></p> <p>Expected and unexpected life events, genetic disorders, redundancy, bereavement, imprisonment, retirement, bankruptcy, dependency</p>	<p><b>Life events and their impacts on individuals</b></p> <p><b>Sources of support that meet individual needs</b></p> <p><i>Concepts/Tier 3 vocabulary</i></p> <p>Formal support, informal support, charities, social worker, occupational therapist, physiotherapist, general practitioner (GP), pharmacist, domiciliary carer, provision, Person-centred values (individuality, choice, rights, independence, privacy, dignity, respect, partnership, encouraging decision making of service user)</p>	<p><b>Sources of support that meet individual needs</b></p> <p><b>The importance of a healthy society</b></p> <p><i>Concepts/Tier 3 vocabulary</i></p> <p>Communicable diseases, decrease cost of care, decrease sickness and dependency, increased life expectancy</p>	<p><b>Public health challenges for society</b></p> <p><i>Concepts/Tier 3 vocabulary</i></p> <p>National Health Service (NHS), Government Health Agencies, World Health Organisation (WHO)</p>

<p><b>Justification:</b></p> <p><b>Life stages and development</b></p> <p><i>Students should be able to:</i></p> <p>Students should be able to:</p> <p>List the life stages and explain the concepts of growth and development</p> <p>Explain life stages and key milestones of growth and development for age groups</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 4-10 years (childhood)</li> <li><input type="checkbox"/> 11-18 years (adolescence)</li> <li><input type="checkbox"/> 19-45 years (young adulthood)</li> <li><input type="checkbox"/> 46-65 years (middle adulthood)</li> <li><input type="checkbox"/> 65+ years (older adulthood)</li> </ul> <p>Explain PIES development across the life stages</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Physical – fine and gross motor skills, mobility, characteristic body changes, sexual characteristics, puberty, menopause, ageing characteristics</li> <li><input type="checkbox"/> Intellectual – language development, sentence construction, logical thinking, problem solving, decision making, deterioration of mental abilities</li> <li><input type="checkbox"/> Emotional – bonding, different attachments, independence, self-confidence, self-image, self-esteem, love, affection</li> </ul>	<p><b>Justification:</b></p> <p><b>Life stages and development</b></p> <p><i>Students should be able to:</i></p> <p>Explain how the growth and development of an individual is affected by:</p> <ul style="list-style-type: none"> <li>• Physical factors – diet and nutrition, activities, lifestyle choices (alcohol, smoking), genetics, physical and mental health, disability, sensory impairment.</li> <li>• Social factors – positive and negative relationships, social inclusion/exclusion, opportunities, discrimination, bullying</li> <li>• Emotional factors – anxiety, fear, sadness/ happiness, grief, attachment, family security.</li> <li>• Economic factors – family income, employment, debts, bills, wealth, education, private/public health providers (services).</li> <li>• Cultural factors – community, religion, race, gender identity, sexual orientation.</li> <li>• Environmental factors – housing needs and conditions, pollution (air, noise, light), neighbourhood, home environment (neglect, conflict), access to services</li> </ul>	<p><b>Justification:</b></p> <p><b>Life events and their impacts on individuals</b></p> <p><i>Students should be able to:</i></p> <p>Explain expected and unexpected life events to include</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Physical events</li> <li><input type="checkbox"/> Relationship changes</li> <li><input type="checkbox"/> Life circumstances</li> </ul> <p>Explain impacts that life events have on individuals under the following categories</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> • Physical: illness/tiredness, pain, weight loss/gain, mobility, appearance.</li> <li>• Intellectual: adapting to change, learning new skills, learning impairment.</li> <li>• Emotional: mental health, grief, anxiety, stress, depression, self-esteem/self-image.</li> <li>• Social: lifestyle choices, personal relationships with friends and family.</li> <li>• Financial: change in income, increased costs, change in wealth.</li> </ul> <p>Identify individual's needs based on the impacts of life events</p> <p>Examples of identifying individual's needs based on the impacts of life events may include:</p> <ul style="list-style-type: none"> <li>• weight gain – dietary advice and support.</li> <li>• stress/anxiety – coping mechanisms, someone to</li> </ul>	<p><b>Justification:</b></p> <p><b>Life events and their impacts on individuals</b></p> <p><b>Sources of support that meet individual needs</b></p> <p><i>Students should be able to:</i></p> <p>List sources of support under the headings</p> <ul style="list-style-type: none"> <li>• Formal: hospitals, health centres, care homes, day centres, children's services, hospices, respite care, rehabilitation centres (addiction or injury).</li> <li>• Informal: family/friends, religion/culture.</li> <li>• Charities: Relate, Gingerbread, Cruse, Age UK, Mind, specialist charities.</li> </ul> <p>Explain the roles of practitioners in providing support to include:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The roles of informal care givers in providing support</li> <li><input type="checkbox"/> How practitioners meet individual needs</li> <li><input type="checkbox"/> enable/promote independence</li> <li><input type="checkbox"/> medical/mental health support</li> <li><input type="checkbox"/> care support</li> <li><input type="checkbox"/> respite care</li> <li><input type="checkbox"/> financial support</li> <li><input type="checkbox"/> advice and guidance</li> </ul> <p>Examples of practitioners may include: GP, nurse, midwife, specialist doctor, physiotherapist, dietician, social worker, counsellor, occupational therapist, health care worker,</p>	<p><b>Justification:</b></p> <p><b>Sources of support that meet individual needs</b></p> <p><b>The importance of a healthy society</b></p> <p><i>Students should be able to:</i></p> <p>Explain reasons why a healthy society is important for the following reasons:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Control of communicable diseases</li> <li><input type="checkbox"/> Decrease cost of care</li> <li><input type="checkbox"/> Decrease sickness and dependency</li> <li><input type="checkbox"/> Increased life expectancy</li> </ul>	<p><b>Justification</b></p> <p><b>Public health challenges for society</b></p> <p><i>Students should be able to:</i></p> <p>Explain current challenges to public health</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Obesity</li> <li><input type="checkbox"/> Flu and viruses</li> <li><input type="checkbox"/> Alcohol consumption</li> <li><input type="checkbox"/> Heart disease/stroke</li> <li><input type="checkbox"/> Sexual health</li> <li><input type="checkbox"/> Cancer</li> <li><input type="checkbox"/> Physical activity</li> <li><input type="checkbox"/> Mental health</li> <li><input type="checkbox"/> Smoking cessation</li> <li><input type="checkbox"/> Child dental health</li> </ul> <p>To include:</p> <ul style="list-style-type: none"> <li>• What the challenge is.</li> <li>• Who is impacted by the health challenge?</li> <li>• How they impact on individuals and society.</li> </ul> <p>Examples of obesity may include: it is increasing and is impacting on the cost of care, sickness, quality of life and reduced life expectancy.</p> <p>Identify and describe the roles of organisations promoting public health challenges</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Charities</li> <li><input type="checkbox"/> National Health Service (NHS)</li> <li><input type="checkbox"/> Government Health Agencies</li> <li><input type="checkbox"/> World Health Organisation (WHO)</li> </ul> <p>List and describe factors influencing health and wellbeing</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Lifestyle choices</li> <li><input type="checkbox"/> Health</li> </ul>
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<ul style="list-style-type: none"> <li><input type="checkbox"/> Social – relationships, social skills, responsibilities</li> <li><input type="checkbox"/> Explain factors affecting growth and development across the life stages</li> <li><input type="checkbox"/> Physical factors</li> <li><input type="checkbox"/> Social factors</li> <li><input type="checkbox"/> Emotional factors</li> <li><input type="checkbox"/> Economic factors</li> <li><input type="checkbox"/> Cultural factors</li> <li><input type="checkbox"/> Environmental factors</li> </ul>		<p>talk to, mental health support.</p> <ul style="list-style-type: none"> <li>• loss of income – financial advice and support.</li> <li>• learning impairment – specialist support, independent living, equipment</li> </ul>	<p>physiotherapist, charity workers.</p> <p>Research and recommend personalised support based on individual needs by</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Matching support provision to specific individual needs</li> <li><input type="checkbox"/> Offer coordinated care and treatment</li> <li><input type="checkbox"/> Justifying choices made</li> <li><input type="checkbox"/> Applying person-centred values</li> </ul> <p>Examples of matching support provision to individual needs may include: whether the provision is statutory or private, location, availability, costs</p>		<ul style="list-style-type: none"> <li><input type="checkbox"/> Physical health</li> <li><input type="checkbox"/> Mental health</li> <li><input type="checkbox"/> Education and socio-economic</li> <li><input type="checkbox"/> Access to health services</li> <li><input type="checkbox"/> Location</li> <li><input type="checkbox"/> Opening times</li> <li><input type="checkbox"/> Local resources</li> <li><input type="checkbox"/> Availability</li> </ul> <p>Explain how to lead a healthy lifestyle:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> What individuals can do to be healthy</li> <li><input type="checkbox"/> Making healthy choices</li> <li><input type="checkbox"/> Hygiene</li> <li><input type="checkbox"/> Mental health</li> <li><input type="checkbox"/> Physical activity</li> </ul> <p>Describe the benefits of leading a healthy lifestyle related to</p> <p>Explain barriers to leading a healthy lifestyle:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> What prevents individuals from being healthy</li> <li><input type="checkbox"/> Advertising/Media</li> <li><input type="checkbox"/> Peer pressure</li> <li><input type="checkbox"/> Lack of support</li> <li><input type="checkbox"/> Cost</li> </ul>
<p><b>Assessment:</b></p> <p>R033 preparation</p> <p>Students will be assessed using formative assessment, peer assessment, teacher assessment, recap tasks and cold calling throughout the year in addition to the NEA (Non-Examined assessments listed for each term).</p>	<p><b>Assessment:</b></p> <p>R033 task 1</p>	<p><b>Assessment:</b></p> <p>R033 task 2a</p>	<p><b>Assessment:</b></p> <p>R033 task 2b R033 task 3</p>	<p><b>Assessment:</b></p> <p>R033 task 2b and task 3 consolidation</p>	<p><b>Assessment</b></p> <p>R035 task 1a and 1b prep</p>
<p><b>Wider reading/Cultural capital</b></p>					

	<p>Students are expected to immerse themselves in the mindset of a professional working in the Health and Social Care industry. They should watch the news and stay abreast of current issues in the health and social care including provision and health of the nation. They should watch documentaries related to careers in the health and social care industry and those that challenge current or previous practice as well as those that focus on human growth and development. Students will be encouraged to adopt the roles of different health care professionals working with case studies in a variety of different fields.</p>					
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
	<b>R035 Health promotion campaigns</b>	<b>R035 Health promotion campaigns</b>	<b>R032 Principles of care in health and social care settings</b>	<b>R032 Principles of care in health and social care settings</b>	<b>R032 Principles of care in health and social care settings</b>	<b>R032 Principles of care in health and social care settings</b>
<b>Year 11</b>	<p><b>Plan and create a health promotion campaign</b></p> <p><b>Deliver and evaluate a health promotion campaign</b></p> <p><b>Concepts/Tier 3 vocabulary</b></p> <p>SMART targets, pace, tone, pitch, open and closed body language, appropriate eye-contact</p>	<p><b>Deliver and evaluate a health promotion campaign</b></p> <p><b>Concepts/Tier 3 vocabulary</b></p> <p>Analyse, evaluate, review, feedback, self-reflect, communication skills, impact, WWW, EBI</p>	<p><b>Principles of care in health and social care settings</b></p> <p><b>Concepts/Tier 3 vocabulary</b></p> <p>Choice, confidentiality, consultation, equal and fair treatment, protection from abuse and harm, empowerment, trust, person-centred values, individuality, choice, rights, independence, privacy, dignity, respect, partnership, encouraging decision making of service user, 6Cs, care, compassion, Competence, communication, courage, commitment</p>	<p><b>Person-centred values</b></p> <p><b>Concepts/Tier 3 vocabulary</b></p> <p>Choice and consultation, good practice job satisfaction, quality of life, standardisation</p>	<p><b>Effective communication in health and social care settings</b></p> <p><b>Concepts/Tier 3 vocabulary</b></p> <p>Clarity, empathy, patience, using appropriate vocabulary, tone, volume, pace, method of communication, alternative communication, BSL, Makaton, symbol systems, open and relaxed posture</p>	<p><b>Protecting service users and service providers in health and social care settings Teaching content</b></p> <p><b>Concepts Tier 3 vocabulary</b></p> <p>DSL, PPE, risk assessments, policies and procedures, buzzer entry system, staff id lanyard</p>
	<p><b>Justification:</b></p> <p><b>Plan and create a health promotion campaign</b></p>	<p><b>Justification</b></p> <p><b>Deliver and evaluate a health promotion campaign</b></p>	<p><b>Justification:</b></p> <p><b>Principles of care in health and social care settings</b></p> <p>Students should be able to:</p>	<p><b>Justification:</b></p> <p><b>Person-centred values</b></p> <p>Students should be able to:</p>	<p><b>Justification:</b></p> <p><b>Effective communication in health and social care settings</b></p>	<p><b>Justification:</b></p> <p><b>Protecting service users and service providers in health and social care settings Teaching content</b></p>

<p><b>Deliver and evaluate a health promotion campaign</b></p> <p><b>Students should be able to:</b></p> <p><i>Explain how to plan a health promotion campaign to include</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Aims of the campaign:</li> <li><input type="checkbox"/> What you want to change/improve/educate about</li> <li><input type="checkbox"/> Aims related to PIES</li> <li><input type="checkbox"/> Timescales</li> <li><input type="checkbox"/> Resources needed</li> <li><input type="checkbox"/> Safety considerations</li> <li><input type="checkbox"/> Communication to be used during delivery</li> <li><input type="checkbox"/> Appropriateness to individuals</li> <li><input type="checkbox"/> Methods to be used to engage target audience</li> <li><input type="checkbox"/> Feedback methods</li> </ul> <p><i>Explain how to deliver a health promotion campaign</i></p> <p><i>Deliver a health promotion campaign</i></p>	<p><b>Students should be able to:</b></p> <p>Explain how to evaluate own performance</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> How to evaluate your own performance</li> <li><input type="checkbox"/> Use feedback</li> <li><input type="checkbox"/> Self-reflect</li> </ul> <p><input type="checkbox"/> Review strengths and weaknesses of</p> <ul style="list-style-type: none"> <li>o Their planning</li> <li>o Their communication skills</li> <li>o How you engaged individuals</li> </ul> <p><input type="checkbox"/> Suggest improvements</p> <ul style="list-style-type: none"> <li>o What you would do differently and why</li> </ul>	<p>Name and describe types of care settings</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Health care</li> <li><input type="checkbox"/> Social care</li> </ul> <p>List and explain the rights of service users.</p> <p>Explain the benefits to service users' health and wellbeing when their rights are maintained</p> <p>List and apply the person-centred values and how they are applied by service providers</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Individuality</li> <li><input type="checkbox"/> Choice</li> <li><input type="checkbox"/> Rights</li> <li><input type="checkbox"/> Independence</li> <li><input type="checkbox"/> Privacy</li> <li><input type="checkbox"/> Dignity</li> <li><input type="checkbox"/> Respect</li> <li><input type="checkbox"/> Partnership</li> <li><input type="checkbox"/> Encouraging decision making of service user</li> </ul> <p>List and explain qualities of a service practitioner to include the 6Cs</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Care</li> <li><input type="checkbox"/> Compassion</li> <li><input type="checkbox"/> Competence</li> <li><input type="checkbox"/> Communication</li> <li><input type="checkbox"/> Courage</li> <li><input type="checkbox"/> Commitment</li> </ul>	<p><i>Benefits for service providers of applying person-centred values</i></p> <p><i>Benefits for service users of having the person-centred values applied</i></p> <p><i>Effects on service users' health and wellbeing if person-centred values are not applied</i></p>	<p><b>Students should be able to:</b></p> <p><i>Explain the importance of verbal communication skills in health and social care settings and how these are used effectively.</i></p> <p><i>Explain the importance of non-verbal communication skills in health and social care settings and how these are used effectively.</i></p> <p><i>Demonstrate an understanding of the non-verbal communication skills linked with how and when they could be used with service users in health and social care settings and the benefits of using them.</i></p> <p><i>Explain the importance of active listening in health and social care settings and be able to demonstrate an understanding of the active listening skills linked with how and when they could be used with service users in care settings and the benefits of using them.</i></p> <p><i>Explain the importance of special methods of communication in health and social care settings</i></p>	<p><b>Students should be able to:</b></p> <p>Describe and explain the policies and procedures for the following</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Safeguarding</li> <li><input type="checkbox"/> Infection prevention</li> <li><input type="checkbox"/> Safety procedures and measures</li> </ul> <p>Explain how security measures protect service users and staff</p>
<p><b>Assessment:</b></p> <p>R035 task 1a and 1b consolidation R035 task 2</p>	<p><b>Assessment:</b></p> <p>R035 task 3 R035 task 4</p>	<p><b>Assessment:</b></p> <p>R032 Topic area 1 Peer assessment, formative assessment, plenaries and retrieval practice, end of topic tests,</p>	<p><b>Assessment:</b></p> <p>R032 Topic areas 2 and 3 Peer assessment, formative assessment, plenaries and</p>	<p><b>Assessment:</b></p> <p>R032 Topic area 4 and consolidation of all topic areas</p>	<p><b>Assessment:</b></p> <p>R032 Final exam</p>

	<p><i>Students will be assessed using formative assessment, peer assessment, teacher assessment, recap tasks and cold calling throughout the year in addition to the NEA (Non-Examined assessments listed for each term).</i></p>			<p><i>retrieval practice, end of topic tests,</i></p>	<p><i>Peer assessment, formative assessment, plenaries and retrieval practice, end of topic tests, RO32 summative test</i></p>	
<p><b>Wider reading/Cultural capital</b></p> <p><i>Students are expected to immerse themselves in the mindset of a professional working in the Health and Social Care industry. They should watch the news and stay abreast of current issues in the health and social care including provision and health of the nation. They should watch documentaries related to careers in the health and social care industry and those that challenge current or previous practice as well as those that focus on human growth and development. Students will be encouraged to adopt the roles of different health care professionals working with case studies in a variety of different fields.</i></p>						