

Curriculum Mapping: Health and Social Care Year 12-13

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 12	Unit 1: Human Lifespan Development	Unit 1: Human Lifespan Development	Unit 1: Human Lifespan Development Unit 5: Meeting individual care and Support Needs	Unit 5: Meeting individual care and Support Needs	Unit 5: Meeting individual care and Support Needs	Unit 5: Meeting individual care and Support Needs
	<p>Life stages and development</p> <p>Concepts/Tier 3 vocabulary</p> <p>Growth and development, gross and fine motor skills, milestones, puberty, primary and secondary sexual characteristics, the role of hormones in sexual maturity, lactation, menopause, Piaget's model – stages of cognitive development, the development of schemas, his tests of conservation, egocentrism, Chomsky's model, Language Acquisition Device (LAD), theories of attachment, self-concept, self-esteem, self-image, solo play, parallel play and co-operative play, peer pressure, the nature/nurture debate, genetic or inherited factors – Gesell's maturation theory, environmental factors – Bandura's social learning theory, stress-diathesis model, predispositions/disorders to particular conditions – cystic fibrosis, brittle bone</p>	<p>Life stages and development</p> <p>Concepts/Tier 3 vocabulary</p> <p>Family dysfunction, culture, religion and belief, income and expenditure, employment status, predictable events unpredictable events, psychological, Holmes-Rahe social readjustment rating, cardiovascular disease, nervous tissue, osteoarthritis, degeneration of the sense organs, reduced absorption of nutrients, dementia, Alzheimer's disease, culture religion and beliefs, Social disengagement theory, Activity theory, economic effects of an ageing population.</p>	<p>Life events and their impacts on individuals</p> <p>Concepts/Tier 3 vocabulary</p> <p>Discrimination, the 6Cs – care, compassion, competence, communication, courage and commitment, people skills – empathy, patience, engendering trust, flexibility, sense of humour, negotiating skills, honesty and problem-solving skills, communication skills, active listening and responding, using appropriate tone of voice and language, clarifying, questioning, responding to difficult situations, observation skills, attachment and emotional resilience theory, emerging autonomy and resilience, the triangle of care, empathy theories consequentialism, deontology, principlism and virtue ethics, legislation National Health Service (NHS), Department of Health (DH), National Institute for Care Excellence (NICE), Health and Safety</p>	<p>Life events and their impacts on individuals</p> <p>Sources of support that meet individual needs</p> <p>Concepts/Tier 3 vocabulary</p> <p>Awareness and knowledge challenges, practical challenges, skills challenges, acceptance and belief challenges, motivational challenges, communication challenges, educational information materials, training courses, opinion leaders, clinical audits, computer-aided advice systems, patient-mediated strategies, policy frameworks, NHS Patient Experience Framework, Health Action Plans, Adult Social Care Outcomes Framework (ASCOF), Common Assessment Framework (CAF), personalisation, different approaches for effective communication, to include humanistic, behavioural, cognitive, psychoanalytical and social, alternative communications, to include</p>	<p>Sources of support that meet individual needs</p> <p>The importance of a healthy society</p> <p>Concepts/Tier 3 vocabulary</p> <p>Clinical Commissioning Groups in England, Local Health Boards in Wales, Health and Social Care Board in Northern Ireland, local authorities, Health and Wellbeing Boards (HWB), Common Assessment Framework (CAF), the National Eligibility Criteria (Care Act 2014), Department of Health, National Framework for NHS Continuing Healthcare, Education, Health and Care plan (EHC), multidisciplinary teams, GP, nurse, paediatrician, clinical psychologist, social worker, occupational therapist, special educational needs co-ordinator (SENCO), educational psychologist, allied health professionals, speech and language therapist, voluntary sector workers, confidentiality,</p>	<p>Sources of support that meet individual needs</p> <p>The importance of a healthy society</p> <p>Concepts/Tier 3 vocabulary</p> <p>Clinical Commissioning Groups in England, Local Health Boards in Wales, Health and Social Care Board in Northern Ireland, local authorities, Health and Wellbeing Boards (HWB), Common Assessment Framework (CAF), the National Eligibility Criteria (Care Act 2014), Department of Health, National Framework for NHS Continuing Healthcare, Education, Health and Care plan (EHC), multidisciplinary teams, GP, nurse, paediatrician, clinical psychologist, social worker, occupational therapist, special educational needs co-ordinator (SENCO), educational psychologist, allied health professionals, speech and language therapist, voluntary sector workers, confidentiality,</p>

<p>disease, phenylketonuria (PKU), Huntington's disease, Klinefelter's syndrome, Down's syndrome, colour blindness, Duchenne muscular dystrophy, susceptibility to diseases such as cancer, high blood cholesterol and diabetes, biological factors that affect development – foetal alcohol syndrome</p>		<p>Executive (HSE), Mental Health Act 2007, Human Rights Act 1998, Mental Capacity Act 2005, National Health Service Act 2006 Section 140, Equality Act 2010, Care Act 2014, the DH Decision Support Tool, five-step framework, NICE and NHS guidance on Care Pathways and Care Plans, Clinical Commissioning</p>	<p>Makaton, British Sign Language (BSL), braille, communication boards and symbol systems, theories of communication, to include Argyle, Tuckman, Berne.</p>	<p>codes of practice, Health and Social Care Act 2012, Health and Social Care Information Centre (HSCIC), National Adult Social Care Intelligence Service (NASCIS), GDPR, Care Quality Commission (CQC), Health and Care Professions Council (HCPC)</p>	<p>codes of practice, Health and Social Care Act 2012, Health and Social Care Information Centre (HSCIC), National Adult Social Care Intelligence Service (NASCIS), GDPR, Care Quality Commission (CQC), Health and Care Professions Council (HCPC)</p>
<p>Justification:</p> <p>Life stages and development</p> <p>Factors affecting human growth and development</p> <p><i>Students should be able to:</i></p> <p>List the life stages, age categories and key characteristics.</p> <p>Describe and explain physical development across the life stages to include gross and fine motor skills, puberty, peak physical fitness, pregnancy and lactation, perimenopause, menopause, deterioration of health and intellectual abilities</p> <p>Describe and explain intellectual development across the life stages to include Piaget's model of cognitive development, Schema theory, language acquisition including Chomsky's model, logical thinking and memory.</p>	<p>Justification:</p> <p>Life stages and development</p> <p>Factors affecting human growth and development</p> <p>Effects of ageing</p> <p><i>Students should be able to:</i></p> <p>Describe, explain and analyse:</p> <ul style="list-style-type: none"> •Social factors that affect development including •Economic factors that affect development including •Major life events that affect development including: <p>The effects of life events on health including</p> <ul style="list-style-type: none"> • Holmes-Rahe social readjustment rating scale and the effects of life events on a person's stress levels and health. <p>Describe and analyse the physical changes of ageing including:</p> <ul style="list-style-type: none"> • Cardiovascular disease • The degeneration of the nervous tissue. 	<p>Justification:</p> <p>Examine principles, values and skills which underpin meeting the care and support needs of individuals</p> <p>Examine the ethical issues involved when providing care and support to meet individual needs</p> <p><i>Students should be able to:</i></p> <p>Explain the importance of Promoting equality, diversity and preventing discrimination</p> <p>Know and effectively apply the skills and personal attributes required for developing relationships with individuals to include:</p> <ul style="list-style-type: none"> • the 6Cs • people skills • communication • observation skills, • dealing with difficult situations. <p>Explain and analyse the application of empathy and establishing trust with individuals</p>	<p>Justification:</p> <p>Investigate the principles behind enabling individuals with care and support needs to overcome challenges</p> <p><i>Students should be able to:</i></p> <p>Effectively apply their understanding of how to enable individuals to overcome challenges</p> <p>Effectively apply appropriate methods of promoting personalisation</p> <p>Describe and analyse the use of suitable communication techniques</p>	<p>Justification:</p> <p>Investigate the roles of professionals and how they work together to provide the care and support necessary to meet individual needs</p> <p><i>Students should be able to:</i></p> <p>Explain and evaluate how agencies work together to meet individual care and support needs</p> <p>Explain and effectively apply the roles and responsibilities of key professionals on multidisciplinary teams to include healthcare professionals, social care professionals, education professionals, allied health professionals, and voluntary sector workers</p> <p>Explain and analyse the importance of maintaining confidentiality to include application of legislation, policies and procedures</p> <p>Explain and evaluate the management of information</p>	<p>Justification</p> <p>Investigate the roles of professionals and how they work together to provide the care and support necessary to meet individual needs</p> <p><i>Students should be able to:</i></p> <p>Explain and evaluate how agencies work together to meet individual care and support needs</p> <p>Explain and effectively apply the roles and responsibilities of key professionals on multidisciplinary teams to include healthcare professionals, social care professionals, education professionals, allied health professionals, and voluntary sector workers</p> <p>Explain and analyse the importance of maintaining confidentiality to include application of legislation, policies and procedures</p> <p>Explain and evaluate the management of information</p>

	<p>Describe and explain emotional development across the life stages to include attachment, self-concept, self-image and self-esteem,</p> <p>Describe and explain social development across the life stages to include stages of play, peer pressure, formal and informal relationships and independence.</p> <p>Describe, explain and analyse:</p> <ul style="list-style-type: none"> •The nature/nurture debate related to factors •Genetic factors that affect development •Environmental factors that affect development 	<ul style="list-style-type: none"> • Osteoarthritis. • Degeneration of the sense organs. • The reduced absorption of nutrients. • Dementia, to include Alzheimer's disease. • Effects of illnesses that are common in ageing. <p>Describe and analyse the psychological changes of ageing including:</p> <ul style="list-style-type: none"> • Effects on confidence and self-esteem. • Effects of social change • Financial concerns. • Effects of culture religion and beliefs. • Social disengagement theory. • Activity theory. <p>Describe and analyse the societal effects of an ageing population including:</p> <ul style="list-style-type: none"> • Health and social care provision for the aged. • Economic effects of an ageing population. 	<p>Explain and analyse ethical issues and approaches</p> <p>Effectively apply legislation and guidance on conflicts of interest, balancing resources and minimising risk</p>		<p>including working practices for managing information.</p>	<p>including working practices for managing information.</p>
	<p>Assessment:</p> <p><i>Unit 1 learning Aim A, end of unit test</i></p> <p><i>Unit 1 learning Aim B, end of unit test</i></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 coursework</i></p>	<p>Assessment:</p> <p><i>Unit 1 learning aim C, end of unit test</i></p> <p><i>Unit 1 complete course, end of course test</i></p>	<p>Assessment:</p> <p><i>Unit 1 external exam</i></p>	<p>Assessment:</p> <p><i>Unit 5, assignment 1 first submission</i></p>	<p>Assessment:</p> <p><i>Unit 5, assignment 1 resubmission</i></p> <p><i>Unit 5, assignment 2 first submission</i></p>	<p>Assessment:</p> <p><i>Unit 5, assignment 2 resubmission</i></p>
<p>Wider reading/Cultural capital</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. Students should proactively seek out work experience and additional learning through MOOCs and online training courses specific to their intended career.</p>					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Unit 2: Working in Health and Social Care	Unit 2: Working in Health and Social Care	Unit 2: Working in Health and Social Care	Unit 2: Working in Health and Social Care Unit 11: Psychological Perspectives	Unit 11: Psychological Perspectives	Course complete
Year 13	<p>The roles and responsibilities of people who work in the health and social care sector</p> <p>Responsibilities of organisations towards people who work in health and social care settings</p> <p>Concepts/Tier 3 vocabulary</p> <p>Roles and responsibilities, policies and procedures, enabling rehabilitation, equipment and adaptations, personal care, care and support planning, care values and principles, promoting anti-discriminatory practice, individual rights, dealing with conflict, safeguarding and protecting individuals from</p>	<p>Responsibilities of organisations towards people who work in health and social care settings</p> <p>Working with people with specific needs in the health and social care sector</p> <p>Concepts/Tier 3 vocabulary</p> <p>Ill health, both physical and mental, learning disabilities, physical and sensory disabilities, working practices, policies and procedures, regulation,</p>	<p>Examine how psychological perspectives contribute to the understanding of human development and behaviour</p> <p>Concepts/Tier 3 vocabulary</p> <p>Behaviourist theories, reinforcement, conditioning, e.g. Pavlov, social learning, self-fulfilling prophecy, role theory, e.g. Bandura. Psychodynamic theory, unconscious mind, Freud, humanistic theory, Maslow's hierarchy of needs, self-actualisation, self-concept, self-esteem, Rogers, cognitive theory, information processing, e.g. Piaget, biological theory, maturational theory, nervous and endocrine systems on behaviour,</p>	<p>Examine the contribution of psychological perspectives to the management and treatment of service users' specific behaviours</p> <p>Concepts/Tier 3 vocabulary</p> <p>phobias, mental illnesses, post-traumatic stress disorder, approaches to challenging behaviour, monitoring and improving behaviour, positive role models, psychoanalysis, person-centred counselling, drugs, biofeedback, therapeutic practices, group therapy, family therapy, addiction therapy, behaviour modification programmes.</p>	<p>Examine how psychological perspectives are applied in health and social care settings</p> <p>Concepts/Tier 3 vocabulary</p> <p>Concept of role, conformity to minority/majority, Influence, e.g. Asch, conformity to social roles e.g. Zimbardo, obedience, e.g. Milgram, attitude change, e.g. Festinger, factors influencing hostility and aggression, empowerment, value base of care.</p>	N/A

<p>abuse, illness prevention measures, control of substances harmful to health, reporting and recording accidents and incidents, Information management, confidentiality, whistleblowing, multidisciplinary working, referral, eligibility criteria, barriers to access, advocacy, Care Quality Commission (CQC, Ofsted, Nursing and Midwifery Council (NMC, Health and Care Professions Council (HCPC), General Medical Council (GMC), National Occupational Standards (NOS, continuing professional development (CPD,)trades unions</p>		<p>Gesell, theories of human development, nature versus nurture, continuity versus discontinuity, nomothetic versus idiographic, anxiety and depression, separation and loss, stress, self-harm, prejudice and discrimination, child abuse, addiction, violence and aggression</p>			
<p>Justification:</p> <p>The roles and responsibilities of people who work in the health and social care sector</p> <p>Responsibilities of organisations towards people who work in health and social care settings</p> <p>Students should be able to:</p> <p><i>Explain the roles of people who work in health and social care settings, to include:</i></p> <ul style="list-style-type: none"> • doctors • nurses • midwives • healthcare assistants • social workers • occupational therapists • youth workers 	<p>Justification</p> <p>Responsibilities of organisations towards people who work in health and social care settings</p> <p>Working with people with specific needs in the health and social care sector</p> <p>Students should be able to:</p> <p>Describe and apply the roles of service providers that work with service users with the following specific needs:</p> <ul style="list-style-type: none"> • Ill health, both physical and mental. • Learning disabilities. • Physical and sensory disabilities. • Age categories to include: <ul style="list-style-type: none"> o early years o later adulthood. 	<p>Justification:</p> <p>Examine how psychological perspectives contribute to the understanding of human development and behaviour</p> <p>Students should be able to:</p> <p><i>Explain and analyse the</i></p> <ul style="list-style-type: none"> • Behaviourist theory: role of reinforcement, conditioning, e.g. Pavlov. • Social learning theory: effects of other individuals, groups, culture and society on behaviour of individuals, self-fulfilling prophecy, role theory, e.g. Bandura. 	<p>Justification:</p> <p>Examine the contribution of psychological perspectives to the management and treatment of service users' specific behaviours</p> <p>Students should be able to:</p> <p><i>Explain and evaluate how human development is affected by:</i></p> <ul style="list-style-type: none"> • Perspectives: application of complementary and contrasting psychological theories to the understanding of specific behaviours. • Specific behaviours associated with, e.g. anxiety and depression, separation and loss, stress and coping, 	<p>Justification:</p> <p>Examine how psychological perspectives are applied in health and social care settings</p> <p>Students should be able to:</p> <p><i>Apply their understanding of psychological perspectives to a local care setting explain and evaluate how the following concepts can be used to understand specific behaviours and aid rehabilitation:</i></p> <ul style="list-style-type: none"> • Concept of role. • Conformity to minority/majority. • Influence, e.g. Asch. • Conformity to social roles e.g. Zimbardo. 	<p>N/A</p>

<ul style="list-style-type: none"> • care managers/assistants • support workers. <p>Understand and explain the responsibilities of people who work in health and social care settings</p> <p>Understand how to apply care values and principles to people working in health and social care.</p> <p>Explain the importance of Promoting anti-discriminatory practice and the methods to do so. Explain methods of empowering individuals Describe methods of ensuring safety for service users and service providers Explain methods used for information management and communication List and explain the importance of being accountable to professional bodies</p> <p>Explain and analyse the methods and benefits and of multidisciplinary working in the health and social care sector</p> <p>Describe the roles of organisations in providing health and social care services</p> <p>Describe and analyse issues that affect access to services</p> <p>Describe the ways organisations represent interests of service users</p>	<p>Describe and apply working practices in the health and social care industry to include:</p> <ul style="list-style-type: none"> • Relevant skills required to work in these areas. • How policies and procedures affect people working in these areas. • How regulation affects people working in these areas. • How working practices affect people who use services in these areas. • Recent examples of how poor working practices have been identified and addressed 	<ul style="list-style-type: none"> • Psychodynamic theory: importance of the unconscious mind, importance of early experiences, e.g. Freud. • Humanistic theory: Maslow's hierarchy of needs, self-actualisation, self-concept, self-esteem, e.g. Rogers. • Cognitive theory: information processing, e.g. Piaget. • Biological theory: maturational theory, importance of genetic influences on behaviour, influence of nervous and endocrine systems on behaviour, e.g. Gesell. • Theories of human development: nature versus nurture, continuity versus discontinuity, nomothetic versus idiographic. <p>Effectively apply and analyses the benefits of:</p> <ul style="list-style-type: none"> • Behaviourist approach, e.g. changing/shaping behaviour by operant conditioning. • Social learning approach, e.g. promotion of anti-discriminatory behaviours and practices, use of positive role models in health education campaigns. • Psychodynamic approach, e.g. conscious and unconscious mind • Humanistic approach, e.g. client centred therapy, putting the service user at the centre of care planning • Cognitive approach, e.g. understanding intellectual 	<p>self-harm, prejudice and discrimination, child abuse, addiction, violence and aggression</p> <p>Explain and analyse the impact of the following factors that affect human development and specific behaviours</p> <ul style="list-style-type: none"> • Physical • Social, cultural and emotional • Economic • Physical environment. • Psychological <p>Demonstrate an effective understating of the contribution of the following psychological perspectives to the management of behaviours:</p> <ul style="list-style-type: none"> • Cognitive behavioural therapy, e.g. treatment of phobias, mental illnesses, post-traumatic stress disorder, approaches to challenging behaviour, monitoring and improving behaviour • Social learning theory, e.g. use of positive role models, treatment of eating disorders • Role of psychodynamic perspective in, e.g. psychoanalysis, exploration of factors influencing behaviour • Humanistic perspective, e.g. person-centred counselling • Biological perspective, e.g. drugs, biofeedback. <p>Effectively describe and evaluate the contribution of psychological perspectives</p>	<ul style="list-style-type: none"> • Obedience, e.g. Milgram. • Attitude change, e.g. Festinger. • Factors influencing hostility and aggression. <p>Apply their understanding of each concept to the promotion of independence and empowerment of service users by respecting individual rights and the application of the value base of care.</p>	
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<p>Describe the roles and ways organisations regulate and inspect health and social care services</p> <p>Describe the ways organisations represent interests of professions in health and social care services</p> <p>Explain and apply the responsibilities of organisations towards people who work in health and social care settings</p>		<p>development and developmental norms, therapies such as cognitive behavioural therapy and neuro-linguistic programming</p> <ul style="list-style-type: none"> • Biological approach, e.g. understanding genetic predisposition to certain illnesses or health-related behaviours. The biology of emotion, impact of substances on behaviour – e.g. effects of drugs and medication 	<p>to the treatment of behaviours in the following ways:</p> <ul style="list-style-type: none"> • Interventions: use of perspectives to inform development of therapeutic practices • Therapeutic practices as relevant to behaviour, e.g. group therapy, family therapy, addiction therapy, behaviour modification programmes • Ethical issues • How the therapies work • Reasons for attending therapy session 		
<p>Assessment:</p> <p>Unit 2 learning Aim A, end of unit test</p> <p>Unit 1 learning Aim B, end of unit test</p> <p>Students will be assessed using formative assessment, peer assessment, teacher assessment, recap tasks and cold calling throughout the year in addition to coursework</p>	<p>Assessment:</p> <p>Unit 2 learning aim C, end of unit test</p> <p>Unit 1 complete course, end of course test</p>	<p>Assessment:</p> <p>Unit 2 external exam</p>	<p>Assessment:</p> <p>Unit 11, assignment 1 first submission</p>	<p>Assessment:</p> <p>Unit 11, assignment 1 resubmission Unit 11, assignment 2 first submission Unit 11, assignment 2 resubmission</p>	<p>N/A</p>
<p>Wider reading/Cultural capital</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. Students should proactively seek out work experience and additional learning through MOOCs and online training courses specific to their intended career.</p>					