Curriculum Mapping Document
Health and Social Care

Linking our curriculum intention to our local community and real-life links to content:

Community links to be made to local care homes, health care providers and nurseries for both community-based activities

Year 10 Curriculum implementation

The curriculum is designed to focus on developing sector specific knowledge and technical skills in a practical learning environment. Students will develop key skills of empathy, communication, and independent learning, which will supply them for future success both in terms of a career and more importantly, in terms of living a healthy, happy life.

1	2	RO32 Unit 1 assessment	3	4	RO32 Unit 2 assessment	5	6	RO33 assessment deadline RO32 – Unit 3 assessment
RO32 – Topic Area 1: The rights of service users in health and social care settings This topic seeks to explore the different care settings along with the rights of care users and how these rights benefit the user. During this component students will develop key transferable skills such as written communication and research skills.	**Unit R033: Supporting individuals through life events** **Topic area 1 – Life stages** This topic looks at life stages and key milestones of growth and development for age groups in particular PIES development across the life stages. The topic also looks at	**RO32 – Topic Area 2: Person-centred values** This topic explores the different person centred values that are applied to service users and their benefits. It also looks at the qualities that practitioners should have and how service users are affected if the PCV are not applied. Key concepts Person-centred values ♣ Individuality	**RO33 - Topic Area 2: Impacts of life events** This topic looks at the difference of expected and unexpected life events that occur and then links them to the impacts that life events have on individuals. We then look at being able to identify individual's needs	**RO32 - Topic Area 3: Effective communication in health and social care settings** This topic looks at different types of communication such as: • Verbal • Non verbal • Active listening • Specialist methods	**RO33 - Topic Area 3: Sources of support** This topics looks at the sources of support available to users and the roles of practitioners in providing support. The roles of informal care givers in providing support and how practitioners meet individual needs. The topic also practices skills in research to be able to recommend personalised support

Key concepts Early childhood Adolescence Early adulthood Middle adulthood Later adulthood PIES Physical development Intellectual development Emotional development Social development Equal and fair treatment Consultation Confronfidentliality Communication Equal and fair treatment Protection from harm and abuse **Sequencing** Building on… Learners will have some knowledge of development and growth through PSHE lessons throughout Year 7, Year 8 and Year 9. Health and social care will continue to deepen students understanding of the growth and development at differing life stages. Building towards…This component explores how as individuals we grow and develop in each key stage of our lives, in particular our physical, intellectual, emotional and	the factors affecting growth and development across the life stages and how they affect individuals: **Key concepts** ♣ 4-10 years (childhood) ♣ 11-18 years (adolescence) ♣ 19-45 years (young adulthood) ♣ 46-65 years (middle adulthood) ♣ 65+ years (older adulthood) ♣ Physical – fine and gross motor skills, mobility, characteristic body changes, sexual characteristics, puberty, menopause, ageing characteristics ♣ Intellectual – language development, sentence construction, logical thinking, problem solving, decision making, deterioration of mental abilities ♣ Emotional – bonding, different attachments, independence, self-confidence, self-image, self-esteem, love,	♣ Choice ♣ Rights ♣ Independence ♣ Privacy ♣ Dignity ♣ Respect ♣ Partnership ♣ Encouraging decision making of service user ♣ Care ♣ Compassion ♣ Competence ♣ Communication ♣ Courage ♣ Commitment Physical effects ♣ Pain if medication or treatment is not given ♣ Illness may get worse ♣ Malnutrition/illness due to lack of food for special dietary needs ♣ Dehydration due to lack of regular fluids ♣ Injury Intellectual effects ♣ Lack of progress or skills development ♣ Failure to achieve potential ♣ Loss of concentration ♣ Lack of mental stimulation Emotional effects ♣ Depression ♣ Feeling upset ♣ Low self-esteem/feeling inadequate ♣ Anger/frustration ♣ Stress	based on the impacts of the life events. **Key concepts** ♣ Physical events ♣ Relationship changes ♣ Life circumstances ♣ Physical ♣ Intellectual ♣ Emotional ♣ Social ♣ Financial **Sequencing** Building on… Learners will build upon their already existing knowledge of our life events and the effects on real service users. Learners will continue to build upon knowledge formed in previous PHSE delivery and life skills. Building towards… This component continues to build upon the previous term's knowledge of the PIES effects on individuals During this component students will analyse how two life events for an individual could	It also covers the importance of effective communication with health and social care settings.. **Key concepts** □ Adapting type/method of communicating to meet the needs of the service user or the situation □ Clarity □ Empathy □ Patience □ Using appropriate vocabulary □ Tone □ Volume □ Pace □ Willingness □ Adapting type/method of communicating □ Eye contact □ Facial expressions □ Gestures □ Positioning □ Positive body language, no crossed arms/legs □ Sense of humour □ Active listening skills □ Advocate □ Braille □ British Sign Language □ Interpreters □ Makaton □ Voice activated software ♣ Empowerment ♣ Reassurance ♣ Feeling valued	based on individual needs. **Key concepts** ♣ formal ♣ informal ♣ charities ♣ enable/promote independence ♣ medical/mental health support ♣ care support ♣ respite care ♣ financial support ♣ advice and guidance ♣ Match support provision to specific individual needs ♣ Offer coordinated care and treatment ♣ Justify choices made ♣ Apply person-centred values **Sequencing** Building on… This component plans to build on students understanding of the health and social services that are available and why individuals may need to use them. Building towards… This component aims to improve students' ability to independently assess their application of care values and make

social development. This component also builds upon students' key skills they will need for this course and the future such as research and communication skills	affection ♣ Social – relationships, social skills, responsibilities ♣ Physical factors ♣ Social factors ♣ Emotional factors ♣ Economic factors ♣ Cultural factors ♣ Environmental factors Sequencing Building on… This component will build on the knowledge from the previous component that focused on the growth and development that occurs across the life stages. Building towards… This component explains the differing factors that may affect an individual's development. This is explored and discussed by completing a written NEA on a chosen individual based on a set life stage and the different factors which have had an effect on them throughout that	Social effects ♣ Feeling excluded ♣ Feeling lonely ♣ Lack of social interaction/poor social skills ♣ Become withdrawn Sequencing Building on… This component will build upon student's prior knowledge gained from PSHE and Citizenship lessons over the previous few years and the knowledge gained during the Autumn. Building towards… This component will build and deepen students understanding and knowledge on person centred values can have differing effects on individuals. Learners will explore how the values can have effects on an individual's physical, intellectual, emotional and social development and the qualities a practitioner must have to be effective in the role.	have differing effects. Alongside, learners will also develop their knowledge how best to cope with life events and assess how well individuals have adapted to these through a real-life case study and interview.	♣ Feeling respected ♣ Trust Sequencing Building on… This component continues to build upon learners' knowledge of the health and social care services from the previous term and the qualities of practitioners and effective care. Building towards… This component aims to build students ability to identify and understand how to support people who use the health and social care services based on their individual needs.	appropriate recommendations of support **RO35 - Topic Area 1: Current public health issues and the impact on society** This topic looks at how health campaigns can improve the health of individuals and its impact on society. Key concepts Control of communicable diseases Decrease cost of care Decrease sickness and dependency Increased life expectancy Charities National Health Service (NHS) Government Health Agencies World Health Organisation (WHO) Sequencing Building on . . . .. . .PIES knowledge from previous units to understand the effect of a health condition on individuals and the skills of research to look at the problem at a society level

	stage.				Building towards . . . . Learners will explore how the health and wellbeing of individuals can be effected by a negative health condition

Year 11 Curriculum implementation					
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1	2	RO32 – Unit 4 assessment	3	4	RO35 assessment deadline
5	6				

1	2	3	4	5	6
RO32 - Topic Area 4: Protecting service users and service providers in health and social care settings This topic covers how safe guarding protects individuals including impacts, DBS and training. It also looks at the different Infection prevention and safety measures and procedures that can be used to protect service users and practitioners. Security measures are also looked at for how they can protect individuals. Key concepts Vulnerable groups – e.g. homeless people Children People with physical and learning disabilities People with mental health conditions Older adults in residential care settings People who have a sensory impairment – sight loss, hearing loss	**RO35 - Topic Area 2: Factors influencing health** This area of the unit focuses on the factors that can impact a persons health and well being and how they link to a specific health condition. It looks at what supports people to lead a healthy lifestyle, barriers that make this more difficult and benefit to the body if it is followed. Key concepts Lifestyle choices Health Education and socio-economic Access to health services What individuals can do to be healthy Making healthy choices Healthy eating and drinking Hygiene	**RO35 - Topic Area 3: Plan and create a health promotion campaign** This part of the unit looks at how students can plan a campaign and their knowledge and understanding of how to engage with people. Once planned and created students will then complete a practical element where they will create a campaign in a public setting. Key concepts Aims of the campaign: What you want to change/improve/educate about Aims related to PIES	**RO35 - Topic Area 4: Deliver and evaluate a health promotion campaign** This area of the topic looks at how students can reflect on their own practice. Looking in particular at how students can identify strength and weaknesses as well as practicing the skill of reflective practice. Key concepts Reflective practice Feedback Self-reflect Sequencing Building on.previous learning on how practitioners use reflective	**RO32 – preparing for externally assessed assessment** **Key concepts Key concepts from all aspects of RO32** **Sequencing Building on… All previous components.** **Building towards… A externally assessed task worth 70 marks to be**	

People in residential care dependent on carers – children, older adults DBS DSL General cleanliness Personal hygiene PPE First aid policy Risk assessments Staff training programmes Emergency procedures Fire drill Evacuation Equipment considerations Fire safety Identifying staff Monitoring of keys Receiving and monitoring visitors Reporting of concerns to line managers External doors, restricting access Window locks and restraints <u>Sequencing</u> Building on… The external component builds on the knowledge and understanding of life events covered in component 1, but here the focus is on health and wellbeing. Building towards… This component builds towards the student's final assessment as students will continue to build and embed their knowledge of the factors that can affect an individual's health and wellbeing positively or negatively.	Mental health Physical activity Advertising/Media Peer pressure Lack of Cost <u>Sequencing</u> Building on… This builds on the learning students have made prior on the impacts of PIES on individuals Building towards… Here Learners will learn to identify how health conditions can impact an individual's wellbeing and what stands in their way as potential barriers. Learners will build towards educating others on the health condition and looking into public speaking.	Timescales Resources needed Safety considerations Communication to be used during delivery Appropriateness to individuals Methods to be used to engage target audience Feedback methods <u>Sequencing</u> Building on… This unit links to the communication section of RO32 where students will build on their knowledge and put into practice effective ways to communicate with a group of people. Building towards… Learner will explore the features of health and wellbeing plans whilst gaining an understanding of the obstacles individuals may face when implementing these plans and how they may be mitigated.	practice to improve the standard of care of service users	**completed under supervised conditions.**

<u>Wider Curriculum offer</u>

The following sections clarify how areas such as Personal development, Careers and Cultural Capital are woven into the intention, implementation and impact of the subject curriculum.

Personal Development within our curriculum	
Personal Development	Learners will work on being able to understand and apply the fundamental principles and concepts of the rights of individuals, person centred values, effective communication and how to protect individuals in health and social care settings and develop learning and practical skills that can be applied to real-life contexts and work situations. They will learn to think creatively, innovatively, analytically, logically and critically and develop independence and confidence in using skills that would be relevant to the health and social care sector and more widely.
SMSC	**Spiritual** • Students consider their own beliefs, experiences and life choices to inform their understanding of those made by others. • RO33 teaches students about the growth and development of themselves and others across various life stages. • Students learn about future career opportunities within the health and social care professions. • Students explore case studies to develop understanding of how different beliefs and values influence a human's development. • Students investigate ways of empowering individuals who use health and social care services. **Moral** • Students learn about cultural differences and the specific needs of individuals. • Care planning being person-centred to accommodate differences and preference of individuals. • Students explore how humans develop their own 'moral codes' and the impacts of nature and nurture on these codes. • Students explore a range of life events and how these can affect human growth and development, and the positive and negative aspects of these life events. **Social** • Students have the opportunity as part of their assignments to show understanding and demonstrate various care values i.e. dignity and respect of others. • Students learn about the physical, social, cultural, emotional, and economic factors that affect human development in society. • Students consider the willingness to work in partnership, including professionals, other workers and families in a health and social care setting. **Cultural** • Students learn about cultural differences and the specific needs of individuals based upon these differences. • They consider how person-centred care planning should accommodate differences and preferences of individuals. • Students gain knowledge about life events and how these can affect human growth and development, and the positive and negative aspects of these events. • Students explore the differences and similarities between cultures and how this can impact an individual's choices regarding the health care they receive.
Extra-Curricular & Enrichment	• Half termly community project to link the school with a local of national charity or business. This will allow students to work together to look at how to support individuals in a wider environment such as toy drives, homeless shelter collections and charity events.