Health & Social Care Year 10 Curriculum Overview

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Unit of Work	**R032**: Principles of Health and Social Care (1.1 - 2.3)	**R032:** Principles of Health and Social Care (3.1-4.4) **R033:** Supporting individuals through life events (1.1)	**R033:** Supporting individuals through life events (1.1 - 3.1, Task 1)	**R033:** Supporting individuals through life events (1.1-3.1 Task 2a, Task 2b)	**R033:** Supporting individuals through life events (resubmissions and completing coursework)	**R032:** Principles of Health and social care (Revision) **R035:** Health Promotion Campaigns
Ethos links	**Character -** Person Centred Values, RRK values, Empathy **STEM** Students develop STEM skills by identifying and analysing how person-centred values impact individuals physical, intellectual, emotional and social health in various health care settings, **Sustainability** The course promotes sustainability by encouraging inclusive and safe practices that support the long-term well-being of individuals and communities, and by teaching students to consider the wider impact of discrimination and unsafe environments on society. **Milton Keynes –** Analysing provisions for individuals in the local area.	**Character -** Life Stages, Listening and communication **STEM** Students develop STEM skills by identifying and assessing potential hazards in health and social care environments, applying scientific principles to promote safety, and using evidence-based approaches to support equality and individual rights. **Sustainability** The course promotes sustainability by teaching students to implement safe, inclusive, and legally compliant practices that protect the long-term well-being of individuals, organisations, and communities. **Milton Keynes –** Analysing provisions for individuals in the local area.	**Character** - Developing RRK, critical thinking. **STEM** Students develop an understanding of how the body develops through various life stages and analyses how various factors can affect the expected physical, intellectual, emotional and social development of an individual. **Sustainability** The course encourages students to think about the sustainability of health and social care provisions within the community and larger society. **Milton Keynes –** Analysing provisions for individuals in the local area.	**Character -** Resilience, integrity, respect **STEM** Students develop STEM skills by examining the scientific basis of conditions, analysing impacts of life events and researching information to make recommendations for individuals health assessment. **Sustainability** Students apply their knowledge of health and social care settings to individuals to provide sustainable recommendations for their care based on their individual circumstances. This will also apply to how they can sustainably interview and individual. **Milton Keynes –** Analysing provisions for individuals in the local area.	**Character -** Critical thinking, respect **STEM** STEM skills are developed by students using computers to type up and assess their coursework for improvements. **Sustainability** Students apply their knowledge of health and social care settings to individuals to provide sustainable recommendations for their care based on their individual circumstances. This will also apply to how they can sustainably interview and individual. **Milton Keynes –** Analysing provisions for individuals in the local area.	**Character** - Data analysis, resilience, ethical reflection **STEM** Students develop STEM skills by identifying and analysing how person-centred values and health care campaigns impact individuals physical, intellectual, emotional and social health in various health care settings, **Sustainability** The course promotes sustainability by encouraging inclusive and safe practices that support the long-term well-being of individuals and communities, and by teaching students to consider the wider impact of discrimination and unsafe environments on society. **Milton Keynes –** Analysing provisions for individuals in the local area.

Knowledge	**R032:** By the end of units: 1.1 Types of care settings 1.2 The rights of service users 1.3 The benefits to service users' health and wellbeing when their rights are maintained Students will know and understand: • understand the different types of care settings. • give examples of health care settings. • give examples of social care settings. • understand service users' rights in care settings. • give examples of how rights are supported in care settings. • understand how maintaining service users' rights benefits their health and wellbeing. • give examples of how service users' rights are linked to benefits to their health and wellbeing.	**R032:** By the end of units: 3.1 The importance of verbal communication skills in health 3.2 The importance of non-verbal communication skills in health and social care settings 3.3 The importance of active listening in health and social care settings Students will know and understand: • understand how and when verbal communication skills could be used with service users in care settings. • know the benefits of using verbal communication skills. • understand how and when non-verbal communication skills could be used with service users in care settings. • know the benefits of using non-verbal communication skills. • understand how and when active listening skills could be used with service users in care settings.	**R033:** By the end of Topic 1 Life stages Students will know and understand: • understand the life stages for age groups. • understand the key milestones of growth and development for age groups. • understand physical growth and development changes across the life stages. • understand intellectual growth and development changes across the life stages. • understand emotional growth and development changes across the life stages. • understand social growth and development changes across the life stages. • know the factors that affect growth and development	**R033:** By the end of units: **Task 2a:** You will set a task on life events and sources of support for individuals. This will involve real person interviews. **Task 2b:** Task 2b will be set on researching and recommending support to meet individual needs.	**R033:** **Task 1**: Task 1 will be set on growth and development through a life stage, this can be any of the 5 studies set by the exam board. **Task 2a:** You will set a task on life events and sources of support for individuals. This will involve real person interviews. **Task 2b:** Task 2b will be set on researching and recommending support to meet individual needs.	**R032:** Revision of previous content. **R035:** By the end of units: 1.1 The importance of a healthy society. Students will know and understand: • understand Reasons why a healthy society is important. • understand how communicable diseases are controlled. • Understand how the costs of care can be decreased. • know the benefits of decreasing sickness and dependency. • know examples of ways to increased life expectancy.

	2.1 Person-centred values and how they are applied by service providers 2.2 Benefits of applying the person-centred values. Students will know and understand: • the meaning of person-centred values and give examples of how person-centred values can be applied in health and social care settings. • the meaning of the 6 Cs and give examples of how service practitioners. • use the 6 Cs to inform and deliver person-centred values. • understand the benefits for service providers of applying. person-centred values in health and social care settings. • understand the benefits for service users of having the person-centred values applied. By the end of unit: 2.3 Effects on service users' health and	3.4 The importance of special methods of communication in health and social care settings 3.5 The importance of effective communication in health and social care settings Students will know and understand: • understand how and when special methods of communication could be used with service users in care settings • know the benefits of using special methods of communication. • understand the importance of effective communication. • understand the impact of good and poor communication skills. 4.1 Safeguarding 4.2 Infection Prevention 4.3 Safety Procedures and measures 4.4 How security measure protect service users and staff. Students will know and understand: • Service users who need safeguarding and impacts for	across the life stages. • understand how the growth and development of an individual is affected by these factors. By the end of Topic 2 Impacts of life events students will know and be able to: • know examples of expected and unexpected life • events that can occur. • understand the impacts that life events can have on individuals. By the end of units: 2.1 Identifying an individual's needs based on the impacts of life events 3.1 Sources of support that meet individual needs Students will know and understand: • the importance of identifying an individual's needs based on the impacts of life events • Know examples of ways to identify an individual's needs.			

	wellbeing if person-centred values are not applied. Students will know and understand: • understand and analyse the physical, intellectual, emotional and social effects on service users' health and wellbeing if person-centred values are not applied. • apply examples in health and social care settings and make connections between PIES	inadequate safeguarding. • Safeguarding procedures and training for staff in care settings and DBS. • The importance of PPE, general cleanliness and personal hygiene • Safety procedures for reducing rick and danger to promote safe practice and safety measures. • Security measures including: keys, windows, monitoring visitors and restricted access	• understand sources of support available to meet individual needs. • know the roles of practitioners and informal care givers in providing support. **Task 1**: Task 1 will be set on growth and development through a life stage, this can be any of the 5 studies set by the exam board.			
Skills **By the end of this unit students will develop their ability to**	**R032:** By the end of this unit students will develop their ability to understand their own rights and the rights of service users and develop further skills in communication that empower service users and develop trust. Students develop skills that can be used to help them in their everyday life when dealing with health and social settings.	**R033:** By the end of this unit students will develop their ability to identify key milestones in life stages and to apply physical intellectual emotional and social development factors that may affect individuals across the life stages. To also learn and apply personal and social skills that will allow them to deal with expected and unexpected events throughout their lifetime	**R033:** By the end of this unit students will develop their ability to know where support can be found and the roles of practitioners in providing the support in a health and social care setting. They will learn research skills so that they can make personalised support recommendations based on a service users need **Task 2a:** By the end of this unit students will develop their ability to harness	**Task 2b:** By the end of this unit students will develop their ability to research and make recommendations for support on local and national levels. **R032:** By the end of this unit students will develop their ability to improve skills that are relevant to working in the health and social care setting by applying person centred care.	**R032:** By the end of this unit students will develop their ability to learn effective verbal and non-verbal communication skills, active listening techniques, and the benefits of using these skills in health and social care settings. They will develop empathy, rapport, and the ability to adapt communication to individual needs.	**R032:** By the end of this unit students will develop their ability to learn effective verbal and non-verbal communication skills, active listening techniques, and the benefits of using these skills in health and social care settings. They will develop empathy, rapport, promoting collaboration and positive outcomes in care provision. **R035:** By the end of this unit students will develop their ability to develop skills in communication, use of

			communication skills through the interviewing of an individual. They will apply their knowledge of growth and development through life stages and events and sources of support to the interview.			ICT and presentation, as well as organisation and meeting deadlines
Key Vocabulary	**R032:** Healthcare setting, social care setting, domiciliary care, law, equality act, confidentiality, need-to-know basis, safeguarding, manual handling, consultation, empowerment, self-esteem. https://quizlet.com/gb/812572527/r032-topic-1-key-vocabulary-flash-cards/?i=548zrg&x=1jqt R032: Equality, rights, independence, dignity, respect, valuing diversity, person centred care, physical effects, intellectual effects, emotional effects, social effects https://quizlet.com/gb/812768280/r032-21-key-vocabulary-flash-cards/?i=548zrg&x=1jqt	**032:** Verbal communication, Service users, Care settings, Effective communication, Empathy Rapport, Clarity, Tone of voice, Language barriers, Non-verbal communication, Body language, Facial expressions, Proximity, Touch, Cultural sensitivity, Active listening, Reflection, Clarification, Empathic response, Attentiveness, Feedback, Effective collaboration Enhanced relationships, Increased understanding, Reduced misunderstandings, Person-centred care, Improved outcomes https://quizlet.com/gb/812578375/r032-topic-3-key-vocabulary-flash-cards/?i=548zrg&x=1jqt **R033**: Puberty, peer group, gross motor skills, fine motor skills, PIE S development, cognitive	**R033:** Oncology, cardiology, antenatal, contraceptive, vaccinations, holistic care, palliative care, formal support, informal support, charity support, general practitioner, nurse, midwife, health visitor, physiotherapist, dietician, social worker, occupational therapist, statutory care, domiciliary care agency https://quizlet.com/gb/812769003/r033-31-key-vocabulary-flash-cards/?i=548zrg&x=1jqt **R033:** Expected, unexpected, bankruptcy, redundancy, imprisonment, bereavement, retirement, menopause, puberty, marriage, parenthood, physical events, life circumstances, loss of income, and learning impairment	**See left**	**See left**	**R035:** Pathogen, bacteria, virus, fungi, MRSA, smoking, drinking, mental health, mortality, eat well plate, body mass index, consumption, coronary heart disease, sexually transmitted infections, bipolar disorder, type II diabetes, anxiety, depression, schizophrenia, cancer, emphysema, bronchitis, pneumonia https://quizlet.com/gb/812770267/r035-11-flash-cards/?i=548zrg&x=1jqt

		development, adolescence, milestones, ropes, abstract thinking, homeostasis, disability, discrimination, neural growth, lifestyle choices, social inclusion, social exclusion, bullying, anxiety, wealth, education, cultural factors, gender identity, sexual orientation, environmental factors. https://quizlet.com/gb/812571276/ro33-11-key-vocab-flash-cards/?i=548zrg&x=1jqt	https://quizlet.com/gb/812767802/r033-21-key-vocabulary-flash-cards/?i=548zrg&x=1jqt			
Assessment	Written assessment MCQ	Written assessment MCQ	Task 1 - NEA internal assessment with external moderation	Task 2a and 2b - NEA internal assessment with external moderation	Final NEA submission with internal and external moderation. Written assessment MCQ	Written assessment MCQ
Other Key information / Links	Definition of health care www.ageuk.org.uk www.kidsdevelopment.co.uk/childrensintellectrualdevelopment.html www.stress.org.uk/what-is-stress http://genetics.org.uk "				**NEA SUBMISSION**	
Student textbook pages	**R032: Level 1/Level 2 Cambridge National in Health & Social Care 2nd Edition** 1.1 - Page 3 1.2 - Pages 4-8 1.3 - Page 3-12	**R032: Level 1/Level 2 Cambridge National in Health & Social Care 2nd Edition** 2.1 - Pages 13-18 2.2 - Pages 18-20	**R033: Level 1/Level 2 Cambridge National in Health & Social Care 2nd Edition** 2.1 - Pages 96 - 108 3.1- Pages 110 - 122	**R032: Level 1/Level 2 Cambridge National in Health & Social Care 2nd Edition** 2.3 - Pages 21-26	**R032: Level 1/Level 2 Cambridge National in Health & Social Care 2nd Edition** 3.1 - Pages 27-31 3.2 - Pages 32-35 3.3 - Pages 35-36	**R032: Level 1/Level 2 Cambridge National in Health & Social Care 2nd Edition** 3.4 - Pages 36-41 3.5 - Pages 42-45

	R033: Level 1/Level 2 Cambridge National in Health & Social Care 2nd Edition 1.1 - Pages 71-81	**R033: Level 1/Level 2 Cambridge National in Health & Social Care 2nd Edition** 2.1 - Pages 96 - 108				**R035: Level 1/Level 2 Cambridge National in Health & Social Care 2nd Edition** 1.1 - Pages 189-206
Subject Reading Links:	Jen Pedro Roy- Good enough Emma Healy -Elizabeth is missing	John Holt - How children learn John Holt – How children fail	Jennifer Niven – All the bright places Mallory Blackman - Pig heart boy	Melvin Burgess – Junk	Sophie Cameron - Away with words	Meredith Russo– If I was your girl, John Green - The Fault in our star**s**