Health & Social Care Year 11 Curriculum Overview

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1
Unit of Work	**R035**: Health Promotion Campaigns (1.1-2.3)	**R035:** Health Promotion Campaign (3.1-4.2)	**R032:** Principles of Health and Social Care (Revision)	**R032:** Principles of Health and Social Care (Revision)	**R032:** Principles of Health and Social Care (Revision)
Ethos links	**Character -** RRK values, empathy, integrity, data analysis **STEM** Students develop STEM skills by identifying, researching and analysing how current public health challenges are impacting the cost on the NHS, societal pressures of care and life expectancy. Additionally, selecting an age group to target with a health campaign based on their research. **Sustainability** The course promotes sustainability by encouraging individuals and students to promote a health campaign to encourage the public to live a healthy lifestyle. **Milton Keynes –** Analysing provisions for individuals in the local area.	**Character -** Listening, communication and presentation **STEM** Students develop STEM skills through use of computers to type up and complete their coursework. Students will continue to develop these through creating their own health campaign and further analysing feedback on their created health campaigns. **Sustainability** The course promotes sustainability by teaching students to present sustainable lifestyles to the public to address public health challenges to protect the long-term well-being of individuals, organisations, and communities. **Milton Keynes –** Analysing provisions for individuals in the local area.	**Character** - RRK values, critical thinking. **STEM** Students develop an understanding of how person centred care impacts individuals physical, intellectual, emotional and social health in various settings. **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 case studies, analysing their health care provisions and the safety of their environments. Students will also have an understanding of conditions, so they can analyse 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, ethical reflection **STEM** STEM skills are evaluated by 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 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	**R035:** By the end of units: 1.1 The importance of a healthy society.	**R035:** **By the end of units:** **3**.1 How to plan a health promotion campaign	**R032:** Revision of content By the end of units: 1.1 Types of care settings	**R032:** Revision of content y the end of units: 3.1 The importance of verbal communication skills in health	**R032:** Revision of previous content. 4.1 Safeguarding 4.2 Infection Prevention

	1.2 Public health challenges for society 1.3 Current health promotion campaigns and their benefit 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 factors influencing health and wellbeing 2.2 leading a healthy lifestyle 2.3 barriers to leading a healthy lifestyle Students will know and be able to: • Understand how lifestyle choices and health impact individuals health and wellbeing. • Understand how education and socio-economic factors including access to health services influence an individuals health and wellbeing.	Students will be able to: • Understand and clearly define the aims of a campaign • Understand the methods used to engage target audiences. • Understand how to evaluate and interpret feedback from others. 4.1 How to deliver a health promotion campaign 4.2 How to evaluate own performance • Be able to introduce their campaign to an audience. • Tailor the delivery of content to a target audience. • Understand how to reflect on their campaign in detail utilising feedback and to suggest improvements.	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. • 2.1 Person-centred values and how they are applied by service providers • 2.2 Benefits of applying the person-centred values. Students will	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. 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	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 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. Analyse individual strengths and weaknesses to help review content areas for revision.

	• The impacts of leading a healthy lifestyle through healthy choices, hygiene, mental health and physical activity. • Understand the benefits of leading a healthy lifestyle related to PIES. • Understanding the barriers that prevent individuals from being healthy.		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 wellbeing if person-centred values are not applied. Students will know and understand: • understand and analyse the physical, intellectual,	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. Analyse individual strengths and weaknesses to help review content areas for revision.	

			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 Analyse individual strengths and weaknesses to help review content areas for revision.		
Skills **By the end of this unit students will develop their ability to**	**R035:** By the end of this unit students will develop their ability to analyse health campaigns and how to evaluate their success and weaknesses of those campaigns. **Task 1a –** Students will be able to justify a choice for their campaign backed by research. **Task 1B –** Students will be able to research and identify the impacts of a public health challenge on a specific target group.	**R035:** By the end of this unit students will develop their ability to develop skills in communication, use of ICT and presentation, as well as organisation and meeting deadlines **Task 2 -** Students will design their own health campaign designed to tackle their chosen public health challenge. **Task 3 -** By the end of this unit students will develop their ability to harness communication skills through the presentation of their own health campaign. **Task 4 –** By the end of this unit students will develop their reflective skills by evaluating their presentation of their campaign.	**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.	**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.

Key Vocabulary	**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	**R035:** 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	**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	**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	**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
Assessment	Task 1A and 1B – NEA internal assessment with external moderation.	Task 2, 3 and 4 - NEA internal assessment with external moderation	Written assessment MCQ	Mock exam MCQ	Written assessment MCQ Mock exam
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 "	N**EA SUBMISSION**			**Final Exam R032**

Student textbook pages	**R035: Level 1/Level 2 Cambridge National in Health & Social Care 2nd Edition** 1.1 - Pages 189-206 1.2 - 1.3 - 2.1 - 2.2- 2.3-	**R035: Level 1/Level 2 Cambridge National in Health & Social Care 2nd Edition** 3.1 - 4.1 - 4.2 -	**R032: Level 1/Level 2 Cambridge National in Health & Social Care 2nd Edition** 1.1 - Page 3 1.2 - Pages 4-8 1.3 - Pages 3-12 2.1 - Pages 13-18 2.2 - Pages 18-20 2.3 - Pages 21-26 3.1. - Pages 27-31 3.2 - Pages 32-35 3.3 - Pages 35-36 3.4 - Pages 36-41 3.5 - Pages 42-45	**R032: Level 1/Level 2 Cambridge National in Health & Social Care 2nd Edition** 1.1 - Page 3 1.2 - Pages 4-8 1.3 - Pages 3-12 2.1 - Pages 13-18 2.2 - Pages 18-20 2.3 - Pages 21-26 3.1. - Pages 27-31 3.2 - Pages 32-35 3.3 - Pages 35-36 3.4 - Pages 36-41 3.5 - Pages 42-45	**R032: Level 1/Level 2 Cambridge National in Health & Social Care 2nd Edition** 1.1 - Page 3 1.2 - Pages 4-8 1.3 - Pages 3-12 2.1 - Pages 13-18 2.2 - Pages 18-20 2.3 - Pages 21-26 3.1. - Pages 27-31 3.2 - Pages 32-35 3.3 - Pages 35-36 3.4 - Pages 36-41 3.5 - Pages 42-45
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