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| **Health & Social Care Curriculum Intent – Year 10 2023-24** |
|  | **Autumn Term** | **Spring Term** | **Summer Term** |
|  | **1****September-October** | **2****November-December** | **1****January-February** | **2****February- March** | **1****April-May** | **2****June - July** |
| **Key Concepts** | **Unit R035: Health promotion campaigns**  | **Unit R032: Principles of care in health and social care settings** | **R033: Supporting individuals through life events**  |
| **Knowledge & Understanding** | **Topic Area 1: Current public health issues and the impact on society** -The importance of a healthy society - Current challenges to public health - Organisations promoting public health challenges - Current health promotion campaigns -Benefits of a health promotion campaign to individuals & Society -Who the health promotion campaign is targeting **Topic Area 2: Factors influencing health** -Lifestyle choices -Health  -Education and socio-economic -Access to health service - What individuals can do to be healthy - Benefits of leading a healthy lifestyle related to - What prevents individuals from being healthy  **Topic Area 3: Plan and create a health promotion campaign** - Aims of the campaign: - Methods to be used to engage target audience -Feedback methods  **Topic Area 4: Deliver and evaluate a health promotion campaign** - Introduce the campaign -Deliver the content as appropriate to the campaign --Collect feedback -How to evaluate your own performance  | **Topic Area 1: The rights of service users in health and social care settings**-Types of care settings- The rights of service users-The benefits to service users’ health and wellbeing when their rights are maintained**Topic Area 2: Person-centred values**- Person-centred values and how they are applied by service providers- Benefits of applying the person-centred values- Effects on service users’ health and wellbeing if person-centred values are not applied**Topic Area 3: Effective communication in health and social care settings**-The importance of verbal communication skills in health and social care settings- The importance of non-verbal communication skills in health and social care settings- The importance of active listening in health and social care settings- The importance of special methods of communication in health and social care settings- The importance of effective communication in health and social care settings | **Topic Area 1: Life stages and development** -Life stages and key milestones of growth and development for age groups  -PIES development across the life stages  -Factors affecting growth and development across the life stages - How the growth and development of an individual is affected by  |
| **Assessment** | Start of Unit Assessment | Mid Unit Assessment | Moderation of coursework | Mid Unit Assessment | Yr 10 MOCK assessment | End of Term Assessment | Start of Unit Assessment |
| **Why this?** | In this unit RO35 will have the opportunity to explore the various public health challenges the country faces, the approaches used to encourage health and wellbeing and the importance of this to society. You will understand the factors affecting a healthy lifestyle so that campaigns can be designed to target different groups of people. You will also learn how to plan and deliver your own small-scale health promotion campaign and how to evaluate your planning and delivery.In unit RO32 you will learn about the importance of the rights of service users, person-centred values and how to apply them. You will also learn about the importance of effective communication skills when providing care and support for service users in health and social care settings and the procedures and measures used to protect individuals such as safeguarding, hygiene and security.In unit RO33 you will learn about life stages and the factors that affect them. Students will understand expected and unexpected life events and the impact they will have on physical, social/emotional and socio-economic aspects in an individual’s life. Students will research the service providers and practitioners that can support individuals, recommend support and justify how this will meet the needs of a specific individual. This Unit is a mandatory unit of the course and delivered first.All coursework units are internally marked by teachers using the OCR marking criteria and guidance and must be externally moderated by the OCR-appointed moderator by the end of year 10. The externally assessed unit (RO32) must be taken as terminal assessment. This means that the exam for unit R032 must be taken at the end of the students’ course of study after all coursework has been completed and moderated. However, the second unit of course is not released until 1st June each year which is why this is not started until the end of the year. Once coursework has been externally moderated student will begin to cover the content for their exam in the remaining time of the year while waiting for the release of their final piece of coursework which will be submitted in year 11. This leaves the remainder of year 11 to recover exam content.  |
| **Why now?** |
| **Skills & Characteristics** | This qualification also allows students the opportunity to gain broad, transferable skills and experiences that can be applied as they progress into their next stages of study and life and to enhance their preparation for future employment. Students will have the opportunity to develop the following skills that are transferable to different real-life contexts, roles or employment: ----Communicating effectively with individuals or groups. Communication is at the heart of health and social care and is taught or applied in all units.- Researching topic areas and recording research sources and using them to interpret findings and present evidence.-Planning creative activities or health promotion campaigns, this will involve managing time and identifying aims, purpose, resources, methods. -Creating, presenting/delivering information to a group or an individual. |
| **Aspirations & Careers** | Adult care worker, Allied Health Profession Support, Healthcare science assistant, Maternity and Paediatric Support, Social Worker, Nurse, Doctor, Health Care Assistant, Activities Co-Ordinator, Outreach Worker, Occupational Therapist, Counsellor, Dietician, Teaching Assistant, Primary School Teacher |
| **End Points** | **Basic -(Lower Ability End Points**Students will be able to:-Recall, select and apply knowledge and understanding of basic aspects of health and social care.-Present basic information, using limited terminology.-Apply limited knowledge, understanding and skills to plan and carry out simple investigations and tasks and demonstrate basic communication skills.-Review evidence and draw basic conclusions.Create material which demonstrates a degree of planning, development and evaluation and limited practical skills | **Clear -(Middle Ability End Points)**- Students will be able to:-Recall, select and apply sound knowledge and understanding of health and social care.-Present information with some accuracy, using a range of terminology.-Apply knowledge, understanding and skills in a range of situations to plan and carry out investigations and tasks, reviewing their solutions, and demonstrating sound communication skills-Review evidence available, analysing and evaluating some information and making adequate adaptations to their methods.-Make judgements and draw appropriate conclusions.-Create material which reflects adequate planning, development and evaluation and an ability to demonstrate sound practical skillsabout the support available.- Sound justification of how support will meet the needs of the individual. Sound application of the person centred values in recommending personalised support. | **Detailed -(Higher Ability End Points)**Students will be able to:-Recall, select and apply detailed knowledge and understanding of health and social care.-Present information clearly and accurately, using a wide range of terminology.-Apply relevant knowledge, understanding and skills in a range of situations to plan and carry out investigations and tasks effectively, reviewing their solutions, and demonstrating effective communication skills.-Analyse and evaluate the evidence available, reviewing and adapting their methods where appropriate.-Make reasoned judgements and substantiated conclusions.-Create material which reflects effective planning, skilled development and perceptive evaluation as well as demonstrating practical skills at a high level |