

End Game		<p>Through the study of Health and Social Care we want students:</p> <p>This curriculum introduces students to key concepts and a body of knowledge that will provide them with an invaluable and thoughtful perspective on contemporary issues in health and social care. It complements other studies at both KS4 and KS5 and equips students with skills needed for higher education and the world of work while increasing their chances of successful progression. It reflects job opportunities relevant to areas of work, including community justice, rights and responsibilities, and an understanding of human behaviour and development.</p> <p>The combination of units will drive the quality of learning and it will encourage learners to take increased responsibility for their own learning. The demands within the sector mean that learners need to have strong time management skills and be able to communicate the knowledge and skills they have developed in varied situations and be able to apply this to health and social care contexts and the wider world beyond.</p>			
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Year 13 L3 BTEC NQF Diploma	Fertile Question	How do physiological disorders impact the health and wellbeing of service users?	Is Britain a “healthy” nation?	What skills are necessary to research current issues in health and social care?	How do we keep people safe in HSC?
	Content	Unit 14: Physiological Disorders	Unit 8: Promoting Public Health	Unit 4: Enquires into current research in HSC	Unit 7: Principles of Safe Practice in HSC
	Concepts	To understand the nature of disorders and how they impact growth and development; to understand the diagnosis, care and treatment of disorders	To understand initiatives in public health and how to promote and protect the health of the nation	To understand ethical issues and apply research methodology to current issues in health and social care	To understand current rules, regulations, policies & procedures and legislation that underpin good health and social care practice.
	Knowledge	A: Investigate the causes and effects of physiological disorders B: Examine the investigation and diagnosis of physiological disorders C: Examine treatment and support for service users with physiological disorders D: Develop a treatment plan for service users with physiological disorders to meet their needs.	A: Examine strategies for developing public health policy to improve the health of individuals and the population B: Examine the factors affecting health and the impact of addressing these factors to improve public health C: Investigate how health is promoted to improve the health of the population D: Investigate how health promotion encourages individuals to change their behaviour in relation to their own health.	AO1 Demonstrate knowledge and understanding of methods, skills and ethical issues related to carrying out research within the health and social care sector AO2 Apply knowledge and understanding of the methods, skills and ethical issues to current research in the health and social care sector AO3 Analyse information and data related to current research in health and social care, demonstrating the ability to interpret the potential impact and influence of the research on health and social care practice and service provision AO4 Evaluate current health and social care research to make informed judgements about the validity of the research methods used, further areas for research and the potential impact of the research on health and social care practice and service provision	A Examine how a duty of care contributes to safe practice in health and social care settings B Understand how to recognise and respond to concerns about abuse and neglect in health and social care settings C Investigate the influence of health and safety legislation and policies in health and social care settings D Explore procedures and responsibilities to maintain health and safety and respond to accidents and emergencies in health and social care settings.
Year 12 L3 BTEC NQF Diploma	Fertile Question	How do we grow and develop across our life stages and how do factors influence this?	How do we use psychology to provide effective care to service users in HSC?	How do we provide support to individuals using HSC services?	What does it take to work effectively in an HSC setting?
	Content	Unit 1: Human Lifespan Development	Unit 11: Psychological Perspectives	Unit 5: Meeting Individual Care and Support Needs	Unit 2: Working in HSC
	Concepts	To understand the factors that affect our growth and development throughout our life stages and the theories that support this	Using theory to understand, manage and treat human behaviours	To understand the skills needed to support service users in health and social care.	To understand the roles and responsibilities of health and social care professionals

	Knowledge	<p>AO1 Demonstrate knowledge of physical, intellectual, emotional and social development across the human lifespan, factors affecting human growth and development and effects of ageing</p> <p>AO2 Demonstrate understanding of physical, intellectual, emotional and social development across the human lifespan, factors affecting human growth and development and effects of ageing</p> <p>AO3 Analyse and evaluate information related to human development theories/models and factors affecting human growth and development</p> <p>AO4 Make connections between theories/models in relation to human development, factors affecting human growth and development and effects of ageing</p>	<p>A: Examine how psychological perspectives contribute to the understanding of human development and behaviour</p> <p>B: Examine the contribution of psychological perspectives to the management and treatment of service users' specific behaviours</p> <p>C: Examine how psychological perspectives are applied in health and social care settings</p> <p>WORK EXPERIENCE COMPONENT: Includes guest speakers from education and local community action team, educational school welfare officer and clinical psychologist. In addition to supervised visits to HSC establishments.</p>	<p>A: Examine principles, values and skills which underpin meeting the care and support needs of individuals</p> <p>B: Examine the ethical issues involved when providing care and support to meet individual needs</p> <p>C: Investigate the principles behind enabling individuals with care and support needs to overcome challenges</p> <p>D: Investigate the roles of professionals and how they work together to provide the care and support necessary to meet individual needs</p>	<p>AO1 Demonstrate knowledge of service user needs, roles and responsibilities of workers, and working practices within the health and social care sector</p> <p>AO2 Demonstrate understanding of service user needs, roles and responsibilities of workers, working practices and procedures in the health and social care sector</p> <p>AO3 Analyse and evaluate information related to the roles and responsibilities of health and social care workers and organisations and how workers and organisations are monitored and regulated</p> <p>AO4 Make connections between the roles and responsibilities of health and social care workers and organisations, how workers and organisations are monitored and regulated and how multidisciplinary teams work together to meet service user needs</p>
Year 12 L2 OCR Technical Diploma	Fertile Question	How do we promote key H&SC principles?	How do we keep people safe in H&SC contexts?	How do we provide support to individuals using HSC services?	How do we keep people safe in HSC?
	Content	Principles of working in Health and Social Care.	Health and Safety in Practice.	Working in a person-centred way.	Safeguarding.
	Concepts	<p>1 Know the principles of maintaining health, safety and security, and know basic emergency procedures in health, social care and childcare environments.</p> <p>2 Know the principles of equality and diversity in health, social care and childcare environments.</p> <p>3 Know the principles of individual rights and the key features of a person centred approach.</p> <p>4 Know key information about anatomy and physiology.</p> <p>5 Know key principles for communicating Effectively.</p> <p>WORK EXPERIENCE COMPONENT: Guest speakers from a range of HSC organisations to inform students about the values that underpin their work within their context. Speakers to include school nurse and school welfare officer; midwife, educational welfare officer.</p>	<p>1 Understand hazards that may lead to risk in health, social care and childcare environments.</p> <p>2 Understand how to reduce risks in health, social care and childcare environments.</p> <p>3 Be able to carry out a risk assessment.</p> <p>4 Know how to respond appropriately to emergencies.</p>	<p>1 Understand the importance of person-centred Care.</p> <p>2 Be able to demonstrate person-centred values.</p> <p>3 Understand personal budgets.</p>	<p>1 Understand how to identify different signs of abuse and neglect.</p> <p>2 Understand how to respond to disclosures or suspicion of abuse or neglect.</p> <p>3 Understand how to minimise the risk of abuse and neglect.</p> <p>4 Know the responsibilities of health, social care and childcare organisations in relation to safeguarding.</p>
Knowledge	<p>1 Understand: Health, social care and childcare environments. Identify hazards and risks in care environments. Health and safety practices. Food hygiene. Infection control. Signs Security. First aid.</p> <p>2 Understand Aspects of diversity that should be valued in care environments. Equality Act 2010. Ways of challenging discriminatory practice. Individual</p>	<p>1 Understand Definitions. Responsibilities. The importance of legislation i.e. HASAWA (1974); COSHH (2002); RIDDOR (2013); MHOR (1992). Settings. Types of hazards. Hazard settings.</p> <p>2 Understand Types of policies that reduce risks in health, social care and childcare settings. The role and importance of policies. Consequences of not</p>	<p>1 Understand Definitions of person centred care. The 6 C's. Impacts and benefits of person centred care.</p> <p>2 Understand Person centred values. Individuality. Rights. Choice. Individuality. Dignity. Respect. Partnership.</p> <p>3 Understand</p>	<p>1 Understand Types and signs of abuse and neglect. Misinterpreting abuse and neglect.</p> <p>2 Understand Who might be told and who might you tell about abuse and neglect. Responding to disclosure. Reporting abuse and neglect. Implications for not reporting appropriately.</p>	

		rights and supporting practices. Equality and Rights Commission. National Institute for Health and Care Excellence (NICE). Person centred practice. 3 Understand Safeguarding. Abuse. Neglect. Indicators of abuse/neglect. Individuals at risk. Responding to disclosure. Role of The Care Quality Commission (CQC). Organisations that support safeguarding. 4 Understand Key parts of the body. Functions of bodily systems. Structure of organs. Common health conditions. 5 Understand Different types of communication. Barriers to communication. Overcoming barriers to communication.	following policy. 3 Understand Recommend ways risks can be reduced in a wide range of practice situations. Understand requirements of risk assessment and how to carry them out. 4 Understand Emergency situations and responding to them.	Personal budgets. Receipts. What personal budgets can and cannot be used for.	3 Understand Minimising risk. 4 Understand Health, social care and childcare organisations responsible for safeguarding. Organisations that support safeguarding. Responsibilities of health, social care and childcare organisations in relation to safeguarding. Implementation and review of policies and procedures.
Year 11 L2 BTEC Award	Fertile Question	How does nutrition impact our health and wellbeing?	How do we communicate effectively in Health and Social Care?		
	Content	Unit 6 The impact of nutrition on health and wellbeing	Unit 3: effective communication in health and social care		
	Concepts	To understand how dietary choices and factors can affect our health positively and negatively over time.	To understand the skills necessary to communicate with a range of service users in health and social care settings.		
	Knowledge	Learning aim A: Explore the effects of balanced and unbalanced diets on the health and wellbeing of individuals Learning aim B: Understand the specific nutritional needs and preferences of individuals	Learning aim A: Investigate different forms of communication Learning aim B: Investigate barriers to communication in health and social care Learning aim C: Communicate effectively in health and social care		
Year 10 L2 BTEC Tech Award	Fertile Question	How do we grow and develop across our life stages and how do factors influence this?	How do values underpin good health and social care practice?	How do life factors affect our health and wellbeing?	
	Content	Component 1: Human Lifespan Development	Component 2: Health and Social Care Services and Values	Component 3: Health and Well-being	
	Concepts	To understand the factors that affect our growth and development throughout our life stages and the theories that support this	To understand how to apply health and social care values effectively to empower service users with various needs and preferences. WORK EXPERIENCE COMPONENT: Guest speakers from a range of HSC organisations to inform students about the values that underpin their work within their context. Speakers to include school nurse and school welfare officer; midwife, educational welfare officer.	To understand how dietary choices and factors can affect our health positively and negatively over time.	
	Knowledge	A Understand human growth and development across life stages and the factors that affect it	A Understand the different types of health and social care services and barriers to accessing	AO1 Demonstrate knowledge and understanding of factors that affect health and wellbeing	

		<p>B Investigate how individuals deal with life events.</p>	<p>them</p> <p>B Demonstrate care values and review own practice</p>	<p>AO2 Interpret health indicators</p> <p>AO3 Design a person-centred health and wellbeing improvement plan</p> <p>AO4 Demonstrate knowledge and understanding of how to overcome obstacles relating to health and wellbeing improvement plans</p>	
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