

Year 10 Health and Social Care

Overall intent:

Students study the OCR Cambridge National Award Level 1/2 and they have 5 lessons per fortnight. During Year 10 and Year 11, Health and Social Care students will study three units. Two units are externally moderated coursework units, commenced and completed in Year 10, and the remaining unit is an examined unit with students sitting the externally assessed examination in May / June of Year 11. The three units equally combine to give each student a grade from Level 1 Pass to Level 2 Distinction*. (GCSE equivalent= L2D*:9, L2D:8, L2M:6, L2P:4, L1D:3, L1M:2, L1P:1).

At Key Stage 4 our intent is that students receive a broad and balanced curriculum covering many aspects of health and social care, from effective communication to learning first aid. We aim to develop student's academic independence, empathy towards a wide variety of service users, as well as a good understanding of the various professional roles in Health and Social Care to inspire and motivate an interest to the point where they consider further study in the subject or a career in the Health and Social Care or Early Years sector.

In Year 10 students start and complete a coursework unit, 'R033: Supporting Individuals Through Life Events'. This unit is assessed by a Set Assignment, set by the examining board, OCR and changes every academic year. In this unit students will learn about growth and development through the life stages. Students will also learn how to understand the needs of individuals who have been affected by life events and how to recommend support to meet their needs. Topics include: Life stages; Impacts of life events; Sources of support. After describing the Physical, intellectual, emotional and social development of individuals, students are required to interview a person about their life events, obtain interviewee consent and evidence their interview, before analysing the impacts of these events and justifying potential sources of informal, formal and charity support.

After this, students also complete a coursework unit (R034) on 'Creative and Therapeutic Activities', this unit is assessed by a Set Assignment. In this unit you will research therapies and learn about how they can benefit people. You will also learn about the benefits of creative activities and you will plan and deliver a creative activity to a group or individual that will be assessed by your tutor. Topics include therapies and their benefits; creative activities and their benefits; planning a creative activity for individuals or groups in a health or social care setting; delivering a creative activity and evaluate your own performance using evidence.

Outside speakers are also encouraged to visit to talk about roles and career paths in health and social care, so that students can consider their future and personally apply their valuable skills learnt in this course.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Topics / areas of study</p> <p>Unit R033 (coursework)</p>	<p>Unit R033 Supporting Individuals Through Life Events'</p> <p>Life stages and key milestones of growth and development for age groups, PIES development across the life stages</p> <p>Factors affecting growth and development across the life stages</p> <p>How the growth and development of an individual is affected by</p>	<p>Expected and unexpected life events</p> <p>Impacts that life events have on individuals</p> <p>Identifying individual's needs based on the impacts of life events</p> <p>Sources of support</p> <p>How practitioners meet individual needs</p> <p>Research and recommend personalised support based on individual need</p>	<p>Unit R034 Creative and Therapeutic Activities' coursework</p> <p>Types of therapies and their benefits</p> <p>Factors that affect the selection of a creative activity</p>	<p>Planning a creative activity</p>	<p>Evaluation of activity</p>	<p>R032 Principles of care in health and social care settings exam introduction.</p> <p>Types of care settings; the rights of service users.</p>

Key learning aims – knowledge and skills	Students develop their understanding of life stages and describe and apply key typical and atypical physical, intellectual, emotional and social developments to their case study	Students develop their understanding of their case study's needs, the impacts of certain events and consider the suitability of various sources of support for their case study	Students develop their understanding of the variety and therapeutic influence of different types of activities applied in health and social care.	Students apply their theory of therapeutic activities to a group role play	Students reflect and evaluate their own activity, considering the application of theory and their practical skills.	Independent study, development of applying information to exam questions. Develop awareness of career options in HSC and the skills required in certain professions.
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	Autumn		Spring		Summer	
Summative assessments	Learning Objective 1 end of topic test. Ongoing past exam questions and informal questioning in class. Verbal feedback is given to coursework.	Learning Objective 2 end of topic test. Ongoing past exam questions and informal questioning in class. A mock exam paper is given at the end of term. Verbal feedback is given to coursework.	Learning objective 3 end of topic test. Ongoing past exam questions and informal questioning in class. Verbal feedback is given to coursework.	Learning objective 4 end of topic test. Ongoing past exam questions and informal questioning in class. Verbal feedback is given to coursework.	Past exam papers to complete Informal questioning in class. Verbal feedback is given to coursework.	Ongoing past exam questions and informal questioning in class.

Spiritual and Moral Social and Cultural dimensions	<p>Students consider a range of cultures and faiths, backgrounds and life experiences and how these may impact their case study's development.</p> <p>Students are encouraged to develop mutual respect and tolerance of those with different faiths and beliefs. And practice skills in anti discriminatory practice in written work and role play.</p>	<p>Students apply their knowledge and skills learnt throughout the course in role plays and interactions with peers. Lessons are developed to allow opportunities for students to be creative and resilient and allow for development and self reflection of their progress, supported by teacher feedback.</p>	<p>Students develop an understanding of concepts related to equality, diversity and rights in health and social care and are able to gain knowledge of discriminatory practice and means of combatting this</p>
British Values	<p>Tolerance and Respect communication & Liberty:</p> <p>Students develop an understanding of concepts related to equality, diversity and rights in health and social care and are able to gain knowledge of discriminatory practice and means of combatting this. Students also become aware of how service providers can encourage al all inclusive setting to promote tolerance, and mutual respect of different faiths and cultures.</p>	<p>The Rule of Law: how legislation and sources of support in Britain protects individuals who use health and social care services. Open discussion, application and reflection is encouraged in lessons.</p> <p>Students are encouraged to give positive feedback on their peers' role plays</p>	<p>Tolerance and Respect & Liberty:</p> <p>Students apply their knowledge and skills in order to create a safe environment to conduct a communication interaction with young children, being respectful and tolerant of their faiths and cultures.</p> <p>Democracy:</p> <p>Students are encouraged to voice their thoughts on their own practice, and reflect on their own practice</p>

Important Events/Movements	Rights of individuals and how these can be supported by care workers; value of care	Children Act, Equality Act, HASAWA, Mental Health Act, Data Protection Act, Disability Rights Movement	Rights of service users; Safety in a care setting; Personal hygiene; Food hygiene.
Important People	Peers/ Care workers / carers/ service providers / service user	Peers/ Care workers / carers/ service providers / service user/ Victoria Climbié	Peers/ Care workers / carers/ service providers / service user

British Values:

Democracy

- Student leadership
- Through our Citizenship and PSHE curriculum
- Students are encouraged to voice their thoughts across all curriculum areas by responding to teacher feedback in books, careful questioning by staff, the work they produce and classroom dialogue.

Promote individual liberty

- Being introduced to a range of beliefs and issues so that they are able to make more informed choices for themselves and ask critical questions in a safe environment
- Our broad and varied curriculum equips students with the knowledge and skills to broaden the choices they make about future employment and education
- Students are able to make choices about the courses they will study at Key Stage 4.

We promote the rule of law through:

- The Acceptable Use Policy is used to promote correct use of the internet
- Students are explicitly taught the legal framework on a number of contemporary and social issues in specifically identified lessons within the Curriculum

We promote mutual respect through:

- Behaviour Policy and code of conduct that apply to everyone in every area of school life
- Curriculum areas such as Religious Studies, Citizenship, PSHE, Languages and Arts help students to learn about a wide range of people, cultures and beliefs
- Events, visitors, resources, topics that draw on Remembrance Day / Holocaust Memorial Day etc.

We promote tolerance of those with different beliefs and faiths through:

- Celebrating the variety of cultures, faiths and beliefs.
- The curriculum helps students to learn about a wide range of people, cultures and beliefs and so develops students' ability to make informed decisions, form and be confident in their own identity and understand and respect that of others
- Challenging negative stereotypes and discriminatory behaviour at all levels.
- Diversity Equality and Inclusion – helping students to understand, embrace and respect others lived experiences and values. Fostering a sense of belonging not through conforming to 'norms' but by understanding and respecting difference.

SMSC stands for spiritual, moral, social and cultural development:**Spiritual**

Explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect.

Moral

Recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views.

Social

Use a range of social skills; participate in the local community; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the 'British values' of democracy, the rule of law, liberty, respect and tolerance.

Cultural

Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity.

Important Events / Movements / People

I'm interested to see if this has any value as an 'audit' device, offering any insight into the breadth and ambition of the curriculum (for instance it might give insight into coverage of the black curriculum, or the extent to which our curriculum has era or geographical bias). I'm interested if this offers an avenue for making the curriculum more visible.

Please include here people / events that are 'taught' rather than 'mentioned'. Could the students realistically remember / articulate meaningful knowledge of the person / event?