

Subject :	Health		Year Group:		10		
	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 4	Half Term 5	J2J
Scheme title	r022 L01	r022 L02	r022 L03	r021 L01	r021 L02	r021 L03	r021 L04
Purpose of scheme	We aim to develop student’s employability skills and teach them how they can perform a positive role in the local community as well as learning about the core concepts of health and social care	We aim to develop student’s employability skills and teach them how they can perform a positive role in the local community as well as learning about the core concepts of health and social care.	We aim to develop student’s employability skills and teach them how they can perform a positive role in the local community as well as learning about the core concepts of health and social care.	Intent We aim to develop student’s employability skills and teach them how they can perform a positive role in the local community as well as learning about the core concepts of health and social care.	We aim to develop student’s employability skills and teach them how they can perform a positive role in the local community as well as learning about the core concepts of health and social care.	We aim to develop student’s employability skills and teach them how they can perform a positive role in the local community as well as learning about the core concepts of health and social care.	We aim to develop student’s employability skills and teach them how they can perform a positive role in the local community as well as learning about the core concepts of health and social care.
Knowledge in sequence	<p>•Students will demonstrate an understanding of how to communicate effectively.</p> <p>•Students will explain the different types of communication methods related to health, social care and early years settings, with example</p> <p>•Students will describe the factors that positively influence communication</p> <p>•Students will describe barriers to communication and ways to overcome them, together with examples</p>	<p>•Students will describe the different personal qualities that contribute to effective care</p> <p>•Students will make connections between personal qualities and effective care, and links to how personal qualities are used when caring for and individual in a health, social care and early years setting, using examples.</p> <p>•Students will use methods of communication appropriate to individual circumstances and that ensure that individuals always feel comfortable.</p> <p>•Students will consider the importance of adapting language in order to meet the needs of individuals</p> <p>•Students will draw on skills, knowledge and understanding from other units in the specification</p>	<p>•The students will create a plan for the practical tasks of communicating with people who use health, social care and early years setting, both in one-to-one and group situations</p> <p>•Students will demonstrate effective communication skills, relating positively to the people who use health, social care and early years settings, and be able to maintain a conversation with individuals, applying theory to practice.</p> <p>•Students will use methods of communication appropriate to individual circumstances and that ensure that individuals always feel comfortable.</p> <p>•Students will consider the importance of adapting language in order to meet the needs of individuals</p> <p>•Students will draw on skills, knowledge and understanding from other units in the specification</p>	<p>•Students will understand how to support individuals to maintain their rights.</p> <p>•Students will understand the terms Choice, Confidentiality, Protection from abuse and harm, Equal and fair treatment and Consultation.</p> <p>•Students will understand why it is important to maintain individual rights.</p> <p>•Students will understand how care workers can support individuals, to maintain their rights. This is through using: -</p> <p>•Effective communication when communicating with service users and other practitioners.</p> <p>•Having up-to-date information on services and service users,</p> <p>•By challenging discriminative behaviour through challenging at the time, challenging afterwards through procedures and challenging through long term proactive campaigning</p> <p>•By understanding and using the complaints procedure.</p>	<p>•Students will understand the importance of values of care and how they are applied.</p> <p>•Students will understand where the values of care are applied in health, social care and early year’s education settings.</p> <p>•Students will understand how the values are applied in health and social care settings focusing on promoting equality and diversity, maintaining confidentiality and promoting individuals’ rights and beliefs.</p> <p>•Students will understand how the values are applied to early years care and education settings</p> <p>•Students will understand the importance of applying the values and how this links to delivering best practice and also the effects on people if the values are not applied.</p>	<p>•Students will understand how legislation impacts on care settings. Students will understand that legislation protects all groups of people and provide individuals with rights to which they are entitled to by law</p> <p>•Students will gain an understanding of the key aspects of 5 legislation. (Equality Act, Children’s Act, Data Protection Act, HASAWA and the Mental Health Act)</p> <p>•Students will understand the impact of legislation in health, social care and early years services. Students will be aware that legislation impacts service users, service providers and practitioners.</p>	<p>•Students will understand how personal hygiene, safety and security measures protect individuals.</p> <p>•Students will understand the importance of personal hygiene and how it protects individuals within health, social care and early year’s settings.</p> <p>•Students will understand a variety of safety procedures and safety measures and the importance of following them.</p> <p>•Students will understand what security measures are and how they are applied to a variety of settings.</p> <p>•Students will understand a variety of methods on how individuals are protected within a health, social care or early years setting.</p>
Skills	<p>Health and Social Care Job roles</p> <p>•Students will learn about how to communicate effectively within a chosen setting (care home or nursery)</p> <p>•IT skills - students will learn to structure their work, research key terminology and advance their learning of their chosen setting.</p> <p>•Students will develop an understanding of what it is like to be in the environment. Students will have to apply their knowledge to their chosen setting therefore research on the setting is needed.</p>	<p>Health and Social Care Job roles</p> <p>•Students will learn about how to apply the use of qualities effectively within a chosen setting (care home or nursery)</p> <p>•IT skills - students will learn to structure their work, research key terminology and advance their learning of their chosen setting.</p> <p>•Students will have to apply their knowledge to their chosen health, social care or early years setting</p>	<p>Health and Social Care Job roles</p> <p>•Students will learn about how to apply their knowledge of effective communication to a one-to-one and group situation.</p> <p>Students will have to apply their knowledge to their chosen health, social care or early years setting in a one-to-one and group interaction.</p>	<p>Key Concepts:</p> <p>•the rights of individuals</p> <p>•effective communication</p> <p>Personal skills:</p> <p>•to apply knowledge of rights to how care workers can support individuals</p>	<p>Key Concepts:</p> <p>•the values and how they are applied.</p> <p>Personal skills:</p> <p>•to apply knowledge of the values in a variety of health and social care settings</p>	<p>Key Concepts:</p> <p>•legislation</p> <p>Personal skills:</p> <p>•to apply knowledge of legislation to service users, practitioners and service providers in all settings.</p>	<p>Key Concepts:</p> <p>Personal hygiene</p> <p>Personal skills:</p> <p>•to apply knowledge of personal hygiene to effects on individuals that use the services</p>
Key Words	Advocates Empathy Care plan Dementia Jargon Physical disability Learning disability Dyslexia Cerebral Palsy Care review Active Listening Personal space Positive communications Paraphrasing Summarising Open questions Patronising language Insomnia Emotional Abuse Pre-school playground Stammers Hearing impairment	Empathy Willingness Respect Patience Understanding Sense of humour Cheerfulness Halal Resilience Safe hands Empower Clinician Practitioner	Aims Objectives Environmental factors Obtain Ofsted Social services Radiography assistant Hospice Down’s syndrome Clarity	Equality Diversity Discrimination Self-esteem Empower Jargon Interpreter Translator PECS Dynavox Lightwriter Advocacy	Equality Designated Child Protection Officer DBS checks Diversity Reflective practitioner	Discrimination Vulnerable Dementia Disabilism Sexualism Transphobia Redress Protected characteristics Victimisation Harassment	Hoist Contamination Bacteria Infection CCTV Risk assessment
End Point	Completion of all relevant coursework.	Completion of all relevant coursework.	Completion of all relevant coursework.	Assessment of L01	Cumulative assessment of L01 and L02	Cumulative assessment of L01,2 and 3	Cumulative assessment of L01,2,3 and 4
Assessment method	<p>Progress point –</p> <p>L01: Written communication</p> <p>Progress point –</p> <p>L01 completion: Class marking sheet personalised to each student.</p>	<p>Progress point –</p> <p>‘Empathy’ section completed in exam conditions</p> <p>Progress point –</p> <p>L02 completion</p>	<p>Progress point –</p> <p>Completion of One-to-one interaction</p> <p>Progress point –</p> <p>Completion of Group interaction</p>	<p>Progress points -</p> <p>Past exam questions on ‘rights’ – teacher assessed from power point. (after the ‘rights of individuals’ have been taught</p> <p>Final assessment –</p> <p>L01 knowledge and scenario test – Question and answer – teacher assessed. (End of L01 learning)</p> <p>Students will be assessed through a written examination set and marked by the OCR examination board. The examination is worth 60 marks and is 1 hour in duration. There are 2 sections to the paper</p> <p>Section A – students will answer 3 context-based questions. The questions are based on three scenarios. Examples of scenarios could be in a hospital, retirement home or nursery</p> <p>Section B – students will answer questions that are fact and knowledge based. Questions will not be based on any particular care setting.</p>	<p>Progress points -</p> <p>Past exam questions on the values in health and social care –shown in ppt (set after the learning of ‘values in health and social care’ is complete)</p> <p>Final assessment –</p> <p>L02 knowledge assessment – Past paper questions consisting of L01 and L02 questions. (set after L02 learning is complete)</p> <p>Students will be assessed through a written examination set and marked by the OCR examination board. The examination is worth 60 marks and is 1 hour in duration. There are 2 sections to the paper</p> <p>Section A – students will answer 3 context-based questions. The questions are based on three scenarios. Examples of scenarios could be in a hospital, retirement home or nursery</p> <p>Section B – students will answer questions that are fact and knowledge based. Questions will not be based on any particular care setting.</p>	<p>Progress points-</p> <p>Past exam question ‘HASAWA’ (set after ppt1 learning is complete)</p> <p>Final assessment -</p> <p>L03 knowledge assessment – Question and answer – L01 to L03 learning. (set after L03 learning is complete)</p> <p>Students will be assessed through a written examination set and marked by the OCR examination board. The examination is worth 60 marks and is 1 hour in duration. There are 2 sections to the paper</p> <p>Section A – students will answer 3 context-based questions. The questions are based on three scenarios. Examples of scenarios could be:</p> <ul style="list-style-type: none">•In a hospital•Retirement home•Nursery <p>Section B – students will answer questions that are fact and knowledge based. Questions will not be based on any particular care setting</p>	<p>Progress points -</p> <p>Past exam questions ‘security measures’ – (set at the end of power point 2 learning)</p> <p>Final assessment -</p> <p>L04 knowledge assessment - Consists of L01 to L04 learning questions (set after L04 learning is complete)</p> <p>Students will be assessed through a written examination set and marked by the OCR examination board. The examination is worth 60 marks and is 1 hour in duration. There are 2 sections to the paper</p> <p>Section A – students will answer 3 context-based questions. The questions are based on three scenarios. Examples of scenarios could be:</p> <ul style="list-style-type: none">•In a hospital•Retirement home•Nursery <p>Section B – students will answer questions that are fact and knowledge based. Questions will not be based on any particular care setting.</p>