

## Scheme of work – R032 Principles of care in health and social care settings

### About this scheme of work

**Our redeveloped Cambridge National in Health and Social Care J835 is for first teaching from September 2022.**

This qualification provides lots of flexibility, allowing you to find the best route to suit your centre's needs. Our Curriculum planner shows you at a high level how you could teach the course over two or three years. Our schemes of work provide examples for how you could deliver each unit, integrating the knowledge and understanding learned in the externally assessed unit.

All schemes of work should provide an opportunity for integrating the knowledge and understanding learned from the externally assessed unit content alongside the NEA assessment content. This scheme of work provides one example for delivery of this unit. You may find that a different approach would work better in your centre. We have provided a blank template should you wish to create your own or adapt one of the approaches provided.

You've given us lots of feedback on what you need from a scheme of work, so we've made sure this resource features:

- a **unit-specific** and **lesson by lesson** approach
- **simple** and **editable** Word format – or you can use our [blank template](#) to create your own version
- links to our [curriculum planner's](#) first model which is one teacher teaching the qualification over two years, broken down into half terms
- each lesson's **key words**
- **ideas** for teaching and learning with useful **links**
- some 'warm up' teaching ideas if you're teaching over three years.



**Our redeveloped Cambridge Nationals can be tailored to suit your needs – so this scheme of work and the lesson ideas are only suggestions.**

## Units and guided learning hours

Here is a reminder of the units in the redeveloped Cambridge National in **Health and Social Care (J835)**

Unit	Unit title	Guided learning hours (GLH)	How are they assessed?	Mandatory or optional?
<b>R032</b>	Principles of care in health and social care	48 GLH	Examination: 1 hour 15 minutes 70 marks	Mandatory
<b>R033</b>	Supporting individuals through life events	36 GLH	OCR-set assignment Internally marked and externally moderated by OCR. Approx. 10-12 hours 60 marks	Mandatory
<b>R034</b>	Creative and therapeutic activities	36 GLH	OCR-set assignment Centre-assessed and external moderated by OCR. Approx. 10-12 hours 60 marks	Optional
<b>R035</b>	Health promotion campaigns	36 GLH	OCR-set assignment Centre-assessed and external moderated by OCR. Approx. 10-12 hours 60 marks	Optional

## Assumptions

- You will adapt the SOW and lesson content to match your own timetabling arrangements and will choose how to spread the 48 GLH over the two years as best fits your needs. We have worked on the basis that the average lesson time is around 45 minutes; please adapt to your centre's needs.
- Students can access some resources outside of lessons for any online homework or extension tasks.
- You will refer to the [specification](#) as the key document for detailed insight into the qualification's content and assessment requirements.

## First year of teaching

Half-term 1						
Summary of what you will cover from the curriculum planner:		<b>1.1 Types of care settings</b> <b>1.2 The rights of service users</b> <b>1.3. The benefits to service users' health and wellbeing when their rights are maintained</b>				
Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s)	Useful links/resources	How does this link to other units?
1	1.1 Types of care settings  1.2 The rights of service users	<p>To start the lesson, you could get the students to define both health care and social care – Think Pair Share.</p> <p>Provide the students with a list of health care and social care settings (use the ones provided at the start of the unit) The students can create a chart placing the settings into either health care or social care. <b>Homework</b> could be to add to these lists.</p> <p>Pose the question: what rights do you think service users should have when accessing health and social care settings? Develop a mind map on the board. Once completed, extract out the 5 rights:</p> <ul style="list-style-type: none"> <li>• Choice</li> <li>• Confidentiality</li> <li>• Consultation</li> <li>• Equal and fair treatment</li> <li>• Protection from abuse and harm</li> </ul> <p>Provide the students with definitions / statements for each of the above specified rights – Activity to match the definitions / statements to the rights.</p>	Health care Social care Rights Choice Confidentiality Consultation Equal and fair treatment Protection from abuse and harm	<p>At the end of the lesson, students will be able to:</p> <ul style="list-style-type: none"> <li>• define both health care and social care.</li> <li>• differentiate between health care and social care settings.</li> <li>• identify the 5 rights.</li> </ul>	<a href="#">Definition of health care</a>	R033 Supporting individuals through life events - TA2: Impacts of life events  R034 Creative and therapeutic activities TA4 Deliver a creative activity

Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s)	Useful links/resources	How does this link to other units?
2	1.2 The rights of service users	<p>Recap on the 5 rights.</p> <p>Introduce choice – ask the students what choices they should have in the following settings:</p> <ul style="list-style-type: none"> <li>• GP surgery</li> <li>• Residential home</li> <li>• Hospital</li> <li>• Day centre</li> </ul> <p>Choice and food – make the point that many health and social care settings provide food. Pose the question: what would you need to take into consideration when providing food for service users? Aim to extract out religious beliefs / allergies / personal preferences / specific health requirements etc.</p> <p>Introduce confidentiality – Look at why this is important to service users and the care settings.</p> <p>Provide examples of how confidentiality can be maintained, e.g., locked filing cabinets / password protection for electronic files and need to know basis.</p> <p>Discuss when it is appropriate to breach confidentiality:</p> <ul style="list-style-type: none"> <li>• When a person intends to harm themselves.</li> <li>• When a person intends to harm another person.</li> <li>• If a person is at risk of harm from others</li> </ul>	<p>Choice</p> <p>Confidentiality</p>	<p>At the end of the lesson students will be able to:</p> <ul style="list-style-type: none"> <li>• provide examples of choice for different care settings.</li> <li>• identify reasons for food choices.</li> <li>• know the importance of maintaining confidentiality.</li> <li>• know when it is appropriate to breach confidentiality.</li> </ul>		<p>R033 Supporting individuals through life events - TA2: Impacts of life events</p> <p>R034 Creative and therapeutic activities TA4 Deliver a creative activity</p>

Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s)	Useful links/resources	How does this link to other units?
		<ul style="list-style-type: none"> <li>If an individual intends to carry out a serious offence.</li> </ul> <p>Provide the students with some examples of when to breach confidentiality, e.g., self-harming, suspected child abuse, a person threatening to commit suicide. Students are to place these into 1 of the 4 categories of breaching confidentiality.</p> <p><b>Homework:</b> to develop an information sheet for student nurses on patient rights to choice and confidentiality.</p>				
3	1.2 The rights of service users	<p>Provide a quick re-cap of both choice and confidentiality:</p> <ul style="list-style-type: none"> <li>Identify two examples of choice in a nursing home.</li> <li>Describe two ways that confidentiality can be maintained.</li> <li>Describe the four times when it would be appropriate to breach confidentiality.</li> </ul> <p>Introduce consultation – provide a definition. Get the students to consider what would happen within a consultation (refer to the definitions) – listening / clarifying / asking questions / providing options / providing treatment.</p> <p>Show the clip of patient – Doctor consultation. Students to identify the different aspects of consultation being shown.</p>	<p>Consultation</p> <p>Equal and fair treatment</p>	<p>At the end of the lesson students will be able to:</p> <ul style="list-style-type: none"> <li>define consultation</li> <li>provide examples of consultation within both health care and social care settings.</li> <li>provide examples of equal and fair treatment within both health care and social care settings.</li> </ul>	<p><a href="#">Definition of consultation</a></p> <p><a href="#">Patient -Doctor consultation</a></p> <p><a href="#">The equality act 2010 protected characteristics</a></p>	<p>R033 Supporting individuals through life events - TA2: Impacts of life events</p> <p>R034 Creative and therapeutic activities TA4 Deliver a creative activity</p>

Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s)	Useful links/resources	How does this link to other units?
		<p>Provide the students with some health and social care settings and, working in pairs, get them to identify and describe when a service user may need to have a consultation with a practitioner.</p> <p>Introduce equal and fair treatment – working in pairs ask the students to describe what this would mean in practice for the following people accessing a GP surgery:</p> <ul style="list-style-type: none"> <li>• A wheelchair user</li> <li>• A person who is deaf</li> <li>• A person who has a learning disability</li> <li>• A person who is visually impaired</li> <li>• A 14-year-old boy</li> <li>• An 85-year-old woman</li> </ul> <p>Generate a class discussion.</p> <p>Whilst students do not need to know about the Equality Act the clip on the protected characteristics can aid understanding of the term equality and this can be applied to the right of equal and fair treatment. Make the point that treating people equally means providing them with the same opportunities and choices as everyone else ensuring that they are not discriminated against.</p> <p>Issue the students with 2 health care and 2 social care settings. Provide the students with 4 different people, e.g., people of different religions, people who do not speak English with understanding and people who have dementia. In small groups they are to discuss what adaptations may be needed for</p>				

Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s)	Useful links/resources	How does this link to other units?
		these people to have 'equal and fair treatment'. Once again, generate a class discussion.				
4	1.2 The rights of service users	<p>Introduce protection from abuse and harm. Create two mind maps on the board:</p> <ul style="list-style-type: none"> <li>How can care settings protect service users from abuse.</li> <li>How can care settings protect service users from harm.</li> </ul> <p>Generate class discussion – extract out key responses:</p> <p>Protect from abuse e.g., safeguarding / DBS checks / appointment of DSL / training</p> <p>Protect from harm e.g., risk assessments / training / regular fire drills / high standards of hygiene (personal and food prep) / infection prevention / security measures.</p> <p>You could provide the students with 5 specific examples of how care settings could apply the right of protection from abuse and harm e.g., to carry out risk assessments. The students can then explain <b>how</b> these actions protect from abuse and harm.</p>	Protection from abuse and harm	<p>At the end of the lesson students will be able to:</p> <ul style="list-style-type: none"> <li>provide examples of protection from abuse and harm within both health care and social care settings.</li> <li>explain <b>how</b> these examples protect from abuse and harm.</li> </ul>	<a href="#">Definitions of abuse</a> <a href="#">Definition of harm</a> <a href="#">Simple description on risk assessments</a> <a href="#">Brief clip on safeguarding</a>	<p>R033 Supporting individuals through life events - TA2: Impacts of life events</p> <p>R034 Creative and therapeutic activities TA4 Deliver a creative activity</p>
5	1.3 The benefits to service users' health and wellbeing when their rights are maintained.	<p>Provide the students with some examples of rights being met and get them to identify two different benefits for each. Think / Pair / Share.</p> <p>You could then progress the lesson by providing the 6 key benefits and get the</p>	<p>Empowerment</p> <p>High self esteem</p> <p>Needs</p> <p>Trust</p> <p>Confident</p>	<p>At the end of the lesson students will be able to:</p> <ul style="list-style-type: none"> <li>identify the 6 benefits provided in the spec</li> </ul>		<p>R033 Supporting individuals through life events - TA2: Impacts of life events</p> <p>R034 Creative and therapeutic activities</p>

Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s)	Useful links/resources	How does this link to other units?																																										
		<p>students to match these against definitions / statements or even mini scenarios.</p> <p>Present the students with the following grid:</p> <p>Insert the rights on the first column Insert the benefits into the first row</p> <p>Working in pairs the students can select 5 boxes.</p> <p>E.g., Box 1 is choice against empowerment – students need to explain how providing choice will empower service users Box 2 is equal and fair treatment against service users' needs are met – students need to explain how equal and fair treatment can result in service users' needs being met.</p> <table border="1"> <tr> <td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr> <td></td><td>1</td><td></td><td></td><td></td><td></td><td></td></tr> <tr> <td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr> <td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr> <td></td><td></td><td></td><td>2</td><td></td><td></td><td></td></tr> <tr> <td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> </table>									1																							2												<ul style="list-style-type: none"> <li>provide definitions / statements for each of the benefits</li> <li>make links between the benefits and rights in health and social care settings</li> </ul>		TA4 Deliver a creative activity
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## Half-term 2

Half-term 2						
<b>Summary of what you will cover from the curriculum planner:</b>		<b>1.3 The benefits to service users' health and wellbeing when their rights are maintained</b> <b>TA1 Consolidation of knowledge</b> <b>2.1 Person-centred values and how they are applied by service providers</b>				
Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s)	Useful links/resources	How does this link to other units?
1	1.3 The benefits to service users' health and wellbeing when their rights are maintained.	<p>This lesson will be a continuation of making links between rights and benefits:</p> <p>You could get the students to share the links that they have made and promote a discussion – they may have looked at different care settings and different service users.</p> <p>To consolidate their knowledge on rights and benefits students could complete the following activity:</p> <p>You have been asked to produce an information leaflet for student nurses on their work placement in a hospital. Within the leaflet you need to:</p> <ul style="list-style-type: none"> <li>Identify and describe the 5 rights</li> <li>Explain the benefits to service users when rights are maintained</li> <li>Provide 8 specific examples that links rights to benefits within a hospital setting</li> </ul>	Choice Confidentiality Consultation Equal and fair treatment Protection from abuse and harm Empowerment High self esteem Needs Trust Confident	<p>At the end of the lesson, students will be able to:</p> <ul style="list-style-type: none"> <li>produce an information leaflet for student nurses linking rights to benefits.</li> </ul>	<a href="#">This clip can provide some stimulus on the 'a day in the life of a nurse'</a>	R033 Supporting individuals through life events - TA2: Impacts of life events  R034 Creative and therapeutic activities TA4 Deliver a creative activity

Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s)	Useful links/resources	How does this link to other units?
2	TA1: The rights of service users in health and social care settings	<p>This lesson is for consolidation.</p> <p>Provide the students with flash cards and some graphic organisers.</p> <p>The flash cards can be used to write questions on one side and the answers on the reverse – for the questions you can direct the students to use the command words which will be within the examination.</p> <p>Students can use the graphic organisers to aid their understanding and to use for their revision.</p>		<p>At the end of the lesson, students will be able to:</p> <ul style="list-style-type: none"> <li>using the completed flash cards to work in pairs to ask and to answer questions, making use of the key command words.</li> <li>produce graphic organisers for 1.1, 1.2 and 1.3.</li> </ul>	<a href="#">Graphic organisers</a> <a href="#">SAM for R032</a> <a href="#">Command words</a>	
3	TA1: The rights of service users in health and social care settings	<p>This lesson is to be used for a mini assessment on TA1. You could develop a series of exam style questions that use the command words seen within the SAM. The mini assessment should contain at least one level response question.</p> <p>You will also need to develop a mark scheme for the students so that they can peer assess their work.</p> <ul style="list-style-type: none"> <li>Student sits mini assessment.</li> <li>Swop papers and peer assess.</li> </ul>		<p>At the end of the lesson, students will be able to:</p> <ul style="list-style-type: none"> <li>complete a mini assessment on TA1.</li> <li>peer assess another student's assessment using a mark scheme.</li> <li>carry out a green pen activity on their own assessment making necessary corrections / additions.</li> </ul>		

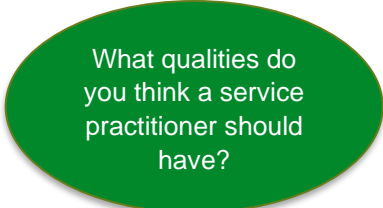
Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s)	Useful links/resources	How does this link to other units?
		<ul style="list-style-type: none"> <li>Green pen their own paper to make additions / see where they went wrong.</li> </ul> <p>You could collate the mini assessments and identify what went well (www), common errors made by the students and how they can improve.</p>				
4	<p>TA1: The rights of service users in health and social care settings</p> <p>2.1 Person-centred values and how they are applied by service providers</p>	<p>Start the lesson by providing collective feedback on the TA1 mini assessment - what went well (www), common errors made by the students and how they can improve.</p> <p>Introduce person-centred values:</p> <ul style="list-style-type: none"> <li>Introduce the 9 person-centred values.</li> <li>Provide the students with the definitions / statements and get them to match these.</li> <li>students identify how each of these person-centred values could be applied in health and social care settings.</li> </ul>	Person-centred values	<p>At the end of the lesson, students will be able to:</p> <ul style="list-style-type: none"> <li>understand how they can improve on their exam technique.</li> <li>identify the 9 person-centred values.</li> <li>match the person-centred values to the correct definition / statement.</li> <li>identify some examples of how these person-centred values can be applied.</li> </ul>	<p>Links to more detail on person-centred values (note - these two links do not address the person-centred value of 'encourage decision making of service user):</p> <p><a href="#">Active social care</a></p> <p><a href="#">Study prism</a></p>	<p>R033 Supporting individuals through life events - TA2: Impacts of life events</p> <p>TA3: Sources of support</p> <p>R034 Creative and therapeutic activities</p> <p>TA4 Deliver a creative activity</p>
5	2.1 Person-centred values and how they are applied by service providers	<p>Introduce the first three person-centred values:</p> <ul style="list-style-type: none"> <li>Individuality – look at what makes us individual – how could this affect how we are treated? - you may want to consider SEND, age, socio</li> </ul>	Individuality Choice Rights	<p>At the end of the lesson, students will be able to:</p> <ul style="list-style-type: none"> <li>Provide examples of how these 3 person-centred values are applied by service providers in both</li> </ul>	<p><a href="#">Link to the Care Certificate – has details on the person-centred values</a></p>	<p>R033 Supporting individuals through life events - TA2: Impacts of life events</p> <p>TA3: Sources of support</p> <p>R034 Creative and therapeutic activities</p>

Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s)	Useful links/resources	How does this link to other units?
		<p>economic factors, religion, culture and personal identity.</p> <ul style="list-style-type: none"> <li>Choice – reflect back on choice as a right.</li> <li>Rights – Reflect back on the rights provided in 1.2.</li> </ul> <p>Provide the students with an example for each on how they can be applied in health and social care settings.</p> <p>Take three different care settings and get the students to research how each of the values would be applied.</p>		health and social care settings.		TA4 Deliver a creative activity

### Half-term 3

Half-term 3						
Summary of what you will cover from the curriculum planner:		2.1 Person-centred values and how they are applied by service providers				
Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, students will be able to:	Useful links/resources	How does this link to other units?
1	2.1 Person-centred values and how they are applied by service providers	<p>Introduce the next three person-centred values:</p> <ul style="list-style-type: none"> <li>• Independence</li> <li>• Privacy</li> <li>• Dignity</li> </ul> <p>Working in groups of three. Allocate each student one of the person-centred values of care. Either provide hard copies of relevant information or the web links if ICT facilities are available. Each student is to teach the other two students about their allocated person-centred value – provide them with success criteria to follow:</p> <ul style="list-style-type: none"> <li>• What does this person-centred value mean?</li> <li>• How could this be applied in 3 different health care settings?</li> <li>• How could this be applied in 3 different social care settings?</li> </ul> <p>You could complete the lesson by a group discussion with each group. sharing ideas on how these person-centred values of care are applied.</p> <p><b>Homework:</b> students could write up the application of these 3 person-centred</p>	Independence Privacy Dignity	<ul style="list-style-type: none"> <li>• recall how each of the 3 person-centred values of care are applied by service providers in health and social care settings.</li> </ul>	<a href="#">Dignity in care</a>  <a href="#">Promoting independence in care homes – includes a short clip</a>  <a href="#">Privacy in health and social care</a>	<p>R033 Supporting individuals through life events - TA2: Impacts of life events TA3: Sources of support</p> <p>R034 Creative and therapeutic activities TA4 Deliver a creative activity</p>

Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, students will be able to:	Useful links/resources	How does this link to other units?
		values in the form of a booklet directed at social workers.				
2	2.1 Person-centred values and how they are applied by service providers	<p>Introduce the final 3 person-centred values:</p> <ul style="list-style-type: none"> <li>• Respect – you could start by asking the students what they understand by respect. How would they show that they respect other people?</li> <li>• Partnership – you could start by asking the students to consider how different service providers work together to support the needs of service users.</li> <li>• Encouraging decision making of service user – you could start by asking the students what decision they would like to make if they were in the following health and social care settings: <ul style="list-style-type: none"> <li>• Hospital</li> <li>• Dentist</li> <li>• Nursing home</li> <li>• Hospice</li> </ul> </li> </ul> <p>Homeless shelter</p>	Respect Partnership Encouraging decision making of service user	<ul style="list-style-type: none"> <li>• recall how each of the 3 person-centred values of care are applied by service providers in health and social care settings.</li> </ul>	<a href="#">CQC regulation 10 on dignity and respect</a> <a href="#">To promote discussion on respect</a> <a href="#">To introduce partnership</a> <a href="#">Showing partnership working</a> <a href="#">Decision making linked to mental health</a>	<p>R033 Supporting individuals through life events - TA2: Impacts of life events TA3: Sources of support</p> <p>R034 Creative and therapeutic activities TA4 Deliver a creative activity</p>
3	2.1 Person-centred values and how they are applied by service providers	<p>This lesson would follow on from the previous three.</p> <p>Students work in pairs to develop an illustrated chart showing how different service providers can apply each of the person-centred values.</p> <p>Allow students time at the end of the lesson to look at all the charts – this will then allow</p>	Person-centred values Apply	<ul style="list-style-type: none"> <li>• develop a comprehensive chart illustrating how different service providers apply each of the person-centred values.</li> </ul>		<p>R033 Supporting individuals through life events - TA2: Impacts of life events TA3: Sources of support</p> <p>R034 Creative and therapeutic activities</p>

Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, students will be able to:	Useful links/resources	How does this link to other units?
		them to see examples that they had not thought of.				TA4 Deliver a creative activity
4	2.1 Person-centred values and how they are applied by service providers	<p>Develop a collective mind map on the board addressing:</p>  <p>Provide the students with the 6Cs – i.e., the qualities of a service practitioner.</p> <p>Initially using dictionaries get the students to provide definitions for the 6Cs – clarify with them the meanings as this is what they will need to know.</p> <p>Introduce the following:</p> <ul style="list-style-type: none"> <li>• Care</li> <li>• Compassion</li> <li>• Competence</li> </ul> <p>Provide a couple of examples for each showing how they can inform and deliver person-centred values, e.g., a healthcare assistant would need to be <b>competent</b> in providing personal care to ensure the <b>dignity</b> of the service user was maintained.</p>	Care Compassion Competence	<ul style="list-style-type: none"> <li>• know the meaning of the 6Cs.</li> <li>• research and provide additional examples of how service practitioners use care, compassion and competence to inform and deliver person-centred values.</li> </ul>	<a href="#">The Care Certificate – has details of the 6Cs</a>  <a href="#">The 6Cs</a>	<p>R033 Supporting individuals through life events - TA2: Impacts of life events TA3: Sources of support</p> <p>R034 Creative and therapeutic activities TA4 Deliver a creative activity</p>

Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, students will be able to:	Useful links/resources	How does this link to other units?
		Students to carry out research to find additional examples of how service practitioners use these 3 to inform and deliver person-centred values.				
5	2.1 Person-centred values and how they are applied by service providers	<p>Introduce the following:</p> <ul style="list-style-type: none"> <li>• Communication</li> <li>• Courage</li> <li>• Commitment</li> </ul> <p>Provide a couple of examples for each showing how they can inform and deliver person-centred values, e.g., a nurse / doctor will need to adapt his / her <b>communication</b> skills when working with a young child who has learning difficulties. They may need to use Makaton. This will show <b>individuality</b>.</p> <p>Students to carry out research to find additional examples of how service practitioners use these 3 to inform and deliver person-centred values.</p>	<p>Communication</p> <p>Courage</p> <p>Commitment</p>	<ul style="list-style-type: none"> <li>• research and provide additional examples of how service practitioners use communication, courage and commitment to inform and deliver person-centred values.</li> </ul>	<p><a href="#">Clip showing 10 Makaton signs for people who work in a hospital</a></p>	<p>R033 Supporting individuals through life events - TA2: Impacts of life events TA3: Sources of support</p> <p>R034 Creative and therapeutic activities TA4 Deliver a creative activity</p>



## Half-term 4

Half-term 4																																																														
<b>Summary of what you will cover from the curriculum planner:</b>		<b>2.1 Person-centred values and how they are applied by service providers</b> <b>2.2 Benefits of applying the person-centred values</b> <b>2.3 Effects on service users' health and wellbeing if person-centred values are not applied</b>																																																												
Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, students will be able to:	Useful links/resources	How does this link to other units?																																																								
1	2.1 Person-centred values and how they are applied by service providers	<p>This lesson is about consolidating knowledge gained between the person-centred values and the 6Cs.</p> <p>Present the students with the following grid:</p> <p>Insert the person-centred values in the first column Insert the 6Cs into the first row</p> <table border="1"> <tbody> <tr> <td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr> <td></td><td>1</td><td></td><td></td><td></td><td></td><td></td></tr> <tr> <td></td><td></td><td>3</td><td></td><td></td><td></td><td>9</td></tr> <tr> <td></td><td></td><td></td><td>5</td><td></td><td></td><td></td></tr> <tr> <td></td><td>2</td><td></td><td></td><td></td><td></td><td>10</td></tr> <tr> <td></td><td></td><td></td><td></td><td>7</td><td></td><td></td></tr> <tr> <td></td><td></td><td></td><td></td><td></td><td>8</td><td></td></tr> <tr> <td></td><td></td><td>4</td><td>6</td><td></td><td></td><td></td></tr> </tbody> </table> <p>Working in pairs the students can select 10 boxes, they can then make links between the person-centred values and the 6Cs. You may want to direct the students to apply these examples to different health and social care settings.</p>									1								3				9				5					2					10					7								8				4	6				Person-centred values The 6Cs	<ul style="list-style-type: none"> <li>make links between the person-centred values and the 6Cs.</li> </ul>		R033 Supporting individuals through life events - TA2: Impacts of life events TA3: Sources of support  R034 Creative and therapeutic activities TA4 Deliver a creative activity
	1																																																													
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Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, students will be able to:	Useful links/resources	How does this link to other units?
2	2.2 Benefits of applying the person-centred values	<p>You could start this lesson by providing the students with the benefits provided in the specification and getting them to quickly identify which are related to service providers and which apply to service users.</p> <p>Ask the students to reflect back on the chart that they produced last lesson and get them to identify the benefits for both service providers and service users. Generate a class discussion.</p> <p>Go through the 6 benefits for service providers. Make the connection to applying the person-centred values:</p> <ul style="list-style-type: none"> <li>Provides clear guidelines of the standards of care that should be given, e.g., set procedures when providing personal care to maintain the <b>dignity</b> of service users.</li> <li>Improves job satisfaction, e.g., working in <b>partnership</b> with other service providers which can aid professional development.</li> <li>Maintains or improves quality of life, e.g., empowering a service user in <b>making their own decisions</b>.</li> <li>Supports rights to choice and consultation.</li> <li>Supports service practitioners to develop their skills.</li> <li>Enables the sharing of good practice.</li> </ul> <p>You could direct the students to research more examples, linking the 6 specified</p>	Benefits	<ul style="list-style-type: none"> <li>differentiate between benefits for service providers and for service users.</li> <li>provide examples of benefits for service providers during the application of person-centred values.</li> </ul>		<p>R033 Supporting individuals through life events - TA2: Impacts of life events TA3: Sources of support</p> <p>R034 Creative and therapeutic activities TA4 Deliver a creative activity</p>

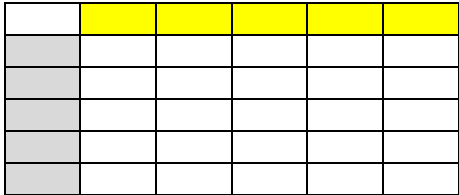
Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, students will be able to:	Useful links/resources	How does this link to other units?
		benefits to applying person-centred values. Direct the students to look at a variety of health and social care settings.				
3	2.2 Benefits of applying the person-centred values	<p>Go through the 4 benefits for service users of having the person-centred values applied. Make the connection to the person-centred values being applied:</p> <ul style="list-style-type: none"> <li>• ensure standardisation of care being given.</li> <li>• Improves the quality of care being given to the service user, e.g., working in <b>partnership</b> with other service providers will ensure that care is co-ordinated and meets the needs of the service user more effectively.</li> <li>• Maintains or improves quality of life for the service user.</li> <li>• Supports service users to develop their own strengths, e.g., by promoting and encouraging <b>independence</b> the service user can develop more confidence in their own ability when living in assisted living and having to cook for themselves.</li> </ul> <p>When going through these benefits you may want to provide more detail on the terms 'standardisation of care' and quality of life'.</p> <p>You could direct the students to research more examples, linking the 4 specified benefits to applying person-centred values. Direct the students to look at a variety of health and social care settings.</p>	Benefits Standardisation of care Quality of life	<ul style="list-style-type: none"> <li>• provide examples of benefits for service users during the application of person-centred values.</li> </ul>		<p>R033 Supporting individuals through life events - TA2: Impacts of life events TA3: Sources of support</p> <p>R034 Creative and therapeutic activities TA4 Deliver a creative activity</p>

Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, students will be able to:	Useful links/resources	How does this link to other units?								
4	2.3 Effects on service users' health and wellbeing if person-centred values are not applied.	<p>You could start the lesson by taking all of the effects provided within the specification and get the students to place them into the correct category:</p> <table><tr><td>Physical</td><td>Intellectual</td></tr><tr><td></td><td></td></tr><tr><td>Emotional</td><td>Social</td></tr><tr><td></td><td></td></tr></table> <p>Provide a series of examples of poor practice within different health and social care settings. Get the students to discuss the effects on the service users. Demonstrate to the students that effects are not stand alone, rather they are connected, e.g.</p> <ul style="list-style-type: none"><li>• Patient A became very angry due to the pain they were experiencing and because of not receiving the correct medication their illness became worse.</li></ul> <p>Get the students to reflect back on the effects they identified through the provided examples and to write this in continuous prose making sure that they make links between the effects.</p>	Physical	Intellectual			Emotional	Social			Physical effects Intellectual effects Emotional effects Social effects	<ul style="list-style-type: none"><li>• differentiate between the 4 different classification of effects.</li><li>• identify examples of poor practice.</li><li>• identify the effects on service users of poor practice.</li></ul>	<p><a href="#">Example of poor practice – resident in a care home not showered for 14 weeks</a></p> <p><a href="#">The CQC – you could find examples of poor practice in some of the published reports.</a></p>	<p>R033 Supporting individuals through life events - TA2: Impacts of life events TA3: Sources of support</p> <p>R034 Creative and therapeutic activities TA4 Deliver a creative activity</p>
Physical	Intellectual													
Emotional	Social													
5	TA2 Person-centred values	<p>This lesson is for consolidation.</p> <p>Provide the students with flash cards and some graphic organisers.</p>		<ul style="list-style-type: none"><li>• using the completed flash cards to work in pairs to ask and to answer questions, making use of the</li></ul>	<p><a href="#">Graphic organisers</a></p> <p><a href="#">SAM for R032</a></p> <p><a href="#">Command words</a></p>									

Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, students will be able to:	Useful links/resources	How does this link to other units?
		<p>The flash cards can be used to write questions on one side and the answers on the reverse – for the questions you can direct the students to use the command words which will be within the examination.</p> <p>Students can use the graphic organisers to aid their understanding and to use for their revision.</p>		<p>key command words..</p> <ul style="list-style-type: none"> <li>• produce graphic organisers for 2.1, 2.2 and 2.3</li> </ul>		

Half-term 5						
<b>Summary of what you will cover from the curriculum planner:</b>		<b>TA2 Consolidation of knowledge</b> <b>3.1 The importance of verbal communication skills in health and social care settings</b> <b>3.2 The importance of non-verbal communication skills in health and social care settings</b>				
Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, students will be able to:	Useful links/resources	How does this link to other units?
1	TA2 Person-centred values	<p>This lesson is to be used for a mini assessment on TA2. You could develop a series of exam style questions that use the command words seen within the SAM. The mini assessment should contain at least one level response question.</p> <p>You will also need to develop a mark scheme for the students so that they can peer assess their work.</p> <ul style="list-style-type: none"> <li>• Student sits mini assessment.</li> <li>• Swop papers and peer assess.</li> <li>• Green pen their own paper to make additions / see where they went wrong.</li> </ul> <p>You could collate the mini assessments and identify what went well (www), common errors made by the students and how they can improve.</p>		<ul style="list-style-type: none"> <li>• complete a mini assessment on TA2.</li> <li>• peer assess another student's assessment using a mark scheme.</li> <li>• carry out a green pen activity on their own assessment making necessary corrections / additions.</li> </ul>		
2	TA2 Person-centred values	<p>Start the lesson by providing collective feedback on the TA2 mini assessment - what went well (www), common errors made by the students and how they can improve.</p>	Clarity Empathy Patience Using appropriate vocabulary	<ul style="list-style-type: none"> <li>• identify verbal communication skills</li> <li>• explain how and when each verbal communication skill could be used in</li> </ul>	Communication skills in social care, includes information on how to use <a href="#">communication when speaking to a person with dementia, a</a>	R033 Supporting individuals through life events - TA2: Impacts of life events

Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, students will be able to:	Useful links/resources	How does this link to other units?
	3.1 The importance of verbal communication skills in health and social care settings	<p>Introduce the section on verbal communication. You could start by creating a mind map on what the students understand by verbal communication and another one on how communication needs to change when communicating with people who have different needs.</p> <p>Introduce the verbal skills provided in the specification. For each skill provide an example of how and when they could be used along with the benefits of using them. Generate discussion for each verbal communication skill, getting the students to consider different care settings and different service users.</p>	Tone Volume Pace Willingness to contribute to team working	<p>different care settings.</p> <ul style="list-style-type: none"> <li>describe the benefits of using each verbal communication skill.</li> </ul>	<a href="#">person with autisms and a person with a hearing impairment</a>	<p>R034 Creative and therapeutic activities TA3: Plan a creative activity TA4 Deliver a creative activity</p> <p>R036 Health promotion campaigns TA3 Plan and deliver a health promotion campaign TA4 Deliver and evaluate a health promotion campaign</p>
3	3.1 The importance of verbal communication skills in health and social care settings	<p>This lesson is a continuation of the previous lesson.</p> <p>The focus for this lesson is on the students producing a summative chart on the importance of verbal communication skills in health and social care settings: <b>In the first column identify all of the verbal communication skills</b></p> <p>In the first row state the following:</p> <ul style="list-style-type: none"> <li>Example 1: how and when used</li> <li>Example 2: how and when used</li> <li>Example 3: how and when used</li> <li>Benefits</li> </ul>	Clarity Empathy Patience Using appropriate vocabulary Tone Volume Pace Willingness to contribute to team working	<ul style="list-style-type: none"> <li>Produce a summative chart of how and when these verbal communication skills could be used and state the benefits of using them.</li> </ul>	<a href="#">Effective communication in health care settings (overlap to non-verbal and active listening) – provides some benefits</a>	<p>R033 Supporting individuals through life events - TA2: Impacts of life events</p> <p>R034 Creative and therapeutic activities TA3: Plan a creative activity TA4 Deliver a creative activity</p> <p>R036 Health promotion campaigns</p>

Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, students will be able to:	Useful links/resources	How does this link to other units?
		 <p>Paired work could be used for this activity.</p>				TA3 Plan and deliver a health promotion campaign TA4 Deliver and evaluate a health promotion campaign
4	3.2 The importance of non-verbal communication skills in health and social care settings	<p>Introduce the section on non-verbal communication. You could start by creating a mind map on what the students understand by non-verbal communication.</p> <p>Introduce the non-verbal skills provided in the specification. For each skill provide an example of how and when they could be used along with the benefits of using them. Generate discussion for each non-verbal communication skill, getting the students to consider different care settings and different service users.</p>	Eye contact Facial expressions Gestures Positioning Personal space Positive body language Sense of humour	<ul style="list-style-type: none"> <li>identify non-verbal communication skills.</li> <li>explain how and when each non-verbal communication skill could be used in different care settings.</li> <li>describe the benefits of using each non-verbal communication skill.</li> </ul>		R033 Supporting individuals through life events - TA2: Impacts of life events  R034 Creative and therapeutic activities TA3: Plan a creative activity TA4 Deliver a creative activity  R036 Health promotion campaigns TA3 Plan and deliver a health promotion campaign TA4 Deliver and evaluate a health promotion campaign



Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, students will be able to:	Useful links/resources	How does this link to other units?																														
5	3.2 The importance of non-verbal communication skills in health	<p>This lesson is a continuation of the previous lesson.</p> <p>The focus for this lesson is on the students producing a summative chart on the importance of non- verbal communication skills in health and social care settings:</p> <p>In the first column identify all of the non-verbal communication skills.</p> <p>In the first row state the following:</p> <ul style="list-style-type: none"><li>• Example 1: how and when used</li><li>• Example 2: how and when used</li><li>• Example 3: how and when used</li><li>• Benefits</li></ul> <table border="1"><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr></table> <p>Paired work could be used for this activity.</p>																															Eye contact Facial expressions Gestures Positioning Personal space Positive body language Sense of humour	<ul style="list-style-type: none"><li>• Produce a summative chart of how and when these non-verbal communication skills could be used and state the benefits of using them.</li></ul>		<p>R033 Supporting individuals through life events - TA2: Impacts of life events</p> <p>R034 Creative and therapeutic activities TA3: Plan a creative activity TA4 Deliver a creative activity</p> <p>R036 Health promotion campaigns TA3 Plan and deliver a health promotion campaign TA4 Deliver and evaluate a health promotion campaign</p>

Half-term 6						
<b>Summary of what you will cover from the curriculum planner:</b>		<b>3.3 The importance of active listening in health and social care settings</b> <b>3.4 The importance of special methods of communication in health and social care settings</b> <b>3.5 The importance of effective communication in health and social care settings</b>				
Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, students will be able to:	Useful links/resources	How does this link to other units?
1	3.3 The importance of active listening in health and social care settings	<p>You may want to start this section by asking the students what they understand by the term active listening.</p> <p>You may choose to develop on this activity by demonstrating active listening with a pre prepared student or another Teacher. Can the students extract from this role play the skills you have been demonstrating?</p> <p>Introduce the key aspects of active listening:</p> <ul style="list-style-type: none"> <li>• Open, relaxed posture</li> <li>• Eye contact, looking interested</li> <li>• Nodding agreement</li> <li>• Showing empathy</li> <li>• Reflecting feelings (paraphrasing)</li> <li>• Clarifying</li> <li>• Summarising</li> </ul> <p>Taking active listening, identify when these skills would be used in health and social care settings, e.g.:</p> <ul style="list-style-type: none"> <li>• GP consultation</li> <li>• Counselling</li> <li>• One to one with a social worker</li> </ul>	Open posture Eye contact Empathy Reflecting feelings Clarifying Summarising	<ul style="list-style-type: none"> <li>• identify active listening skills.</li> <li>• describe when active listening skills are used within health and social care settings.</li> </ul>		R033 Supporting individuals through life events - TA2: Impacts of life events  R034 Creative and therapeutic activities TA3: Plan a creative activity TA4 Deliver a creative activity  R036 Health promotion campaigns TA3 Plan and deliver a health promotion campaign TA4 Deliver and evaluate a health promotion campaign

Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, students will be able to:	Useful links/resources	How does this link to other units?
		Discuss the benefits of using active listening skills with service users.				
2	3.3 The importance of active listening in health and social care settings	<p>This is a continuation of the previous lesson.</p> <p>To fully appreciate active listening skills the best way would be to carry out some role plays in groups of 3. The roles would be:</p> <ul style="list-style-type: none"> <li>health / social care practitioner</li> <li>service user</li> <li>observer</li> </ul> <p>Prepare three different scenarios that the students can role play. The observers would feedback to the health / social care practitioners once all three role plays have been carried out.</p> <p><b>Homework</b> – To develop an article on the importance of using active listening skills in health and social care settings.</p>	<p>Open posture</p> <p>Eye contact</p> <p>Empathy</p> <p>Reflecting feelings</p> <p>Clarifying</p> <p>Summarising</p>	<ul style="list-style-type: none"> <li>take part in role plays using active listening skills.</li> <li>provide feedback on how their peers have used active listening skills.</li> </ul>		<p>R033 Supporting individuals through life events - TA2: Impacts of life events</p> <p>R034 Creative and therapeutic activities TA3: Plan a creative activity TA4 Deliver a creative activity</p> <p>R036 Health promotion campaigns TA3 Plan and deliver a health promotion campaign TA4 Deliver and evaluate a health promotion campaign</p>
3	<p>3.4 The importance of special methods of communication in health and social care settings</p> <p>(1.2 The rights of service users / 1.3 The benefits when rights are maintained)</p>	<p>Introduce the different special methods and explain how each could be used within health and social care settings.</p> <p>Explain the benefits of using each of these special methods – you may want to link this to the rights of service users – consultation / equal and fair treatment. You may also wish to draw on 1.3: benefits if rights are maintained.</p>	<p>Advocate</p> <p>Braille</p> <p>British Sign Language</p> <p>Interpreters</p> <p>Makaton</p> <p>Voice activated software</p>	<ul style="list-style-type: none"> <li>identify and describe the special communication methods.</li> <li>Describe the benefits of using special communication methods.</li> </ul>	<p>Braille alphabet</p> <p>British Sign language alphabet</p> <p>Makaton simple phrases</p> <p>All the above are easy to locate on google images (the links are too big!)</p>	<p>R033 Supporting individuals through life events - TA2: Impacts of life events</p> <p>R034 Creative and therapeutic activities TA3: Plan a creative activity TA4 Deliver a creative activity</p>

Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, students will be able to:	Useful links/resources	How does this link to other units?
		Students could be directed to develop an illustrated support document for people who would require special methods of communication.			<a href="#">Advocacy</a>	R036 Health promotion campaigns TA3 Plan and deliver a health promotion campaign TA4 Deliver and evaluate a health promotion campaign
4	3.4 The importance of special methods of communication in health and social care settings	<p>Provide the students with illustrative information sheets on Braille, British Sign Language and Makaton.</p> <p>Task the students with writing some applied health and social care text in Braille, e.g.</p> <ul style="list-style-type: none"> <li>• A letter informing a patient of an appointment at Hospital</li> <li>• A prescription for paracetamol</li> <li>• A welcome statement to a Nursing home.</li> </ul> <p>Task the students with signing a few sentences by using British Sign Language, e.g.</p> <ul style="list-style-type: none"> <li>• Hello, I am going to be your assigned nurse.</li> <li>• I need to take your blood pressure.</li> <li>• What would you like for lunch?</li> </ul> <p>Let the students practise some Makaton.</p>	Braille British Sign Language Makaton	<ul style="list-style-type: none"> <li>• Understand the importance of Braille, British Sign Language and Makaton to aid communication.</li> </ul>	<p>Braille alphabet</p> <p>British Sign language alphabet</p> <p>Makaton simple phrases</p> <p>All the above are easy to locate on google images (the links are too big!)</p>	<p>R033 Supporting individuals through life events - TA2: Impacts of life events</p> <p>R034 Creative and therapeutic activities TA3: Plan a creative activity TA4 Deliver a creative activity</p> <p>R036 Health promotion campaigns TA3 Plan and deliver a health promotion campaign TA4 Deliver and evaluate a health promotion campaign</p>

Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, students will be able to:	Useful links/resources	How does this link to other units?
5	3.5 The importance of effective communication in health and social care settings	<p>Start the lesson by getting the students to match definitions to the 4 key words.</p> <p>Think Pair Share – ask the students to write down how they think effective communication is important.</p> <p>Introduce how effective communication supports the person-centred values – ask the students to divide paper into two columns: write down the person-centred values on one side and the following on the other side:</p> <ul style="list-style-type: none"> <li>• Empowerment</li> <li>• Reassurance</li> <li>• Feeling valued</li> <li>• Feeling respected.</li> </ul> <p>Ask the students to draw lines between the person-centred values and the key words – and provide examples.</p> <ul style="list-style-type: none"> <li>• <b>Summer holiday work</b> – To carry out research into the remaining bullet points within 3.5 of the specification.</li> </ul>	<p>Empowerment</p> <p>Reassurance</p> <p>Valued</p> <p>Respected</p>	<ul style="list-style-type: none"> <li>• Describe how effective communication supports the person-centred values.</li> </ul>	<p><a href="#">Background reading on effective communication in nursing</a></p>	<p>R033 Supporting individuals through life events - TA2: Impacts of life events</p> <p>R034 Creative and therapeutic activities TA3: Plan a creative activity TA4 Deliver a creative activity</p> <p>R036 Health promotion campaigns TA3 Plan and deliver a health promotion campaign TA4 Deliver and evaluate a health promotion campaign</p>

## Second year of teaching

Half-term 1						
Summary of what you will cover from the curriculum planner:		<b>3.5 The importance of effective communication in health and social care settings</b> <b>TA 3 Consolidation of knowledge</b> <b>4.1 Safeguarding</b>				
Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, students will be able to:	Useful links/resources	How does this link to other units?
1	3.5 The importance of effective communication in health and social care settings	<p>Allow the students to feedback on their summer holiday research.</p> <p>Deliver the remaining content in 3.5 making sure that examples are provided to make illustrations:</p> <ul style="list-style-type: none"> <li>Helps to meet service users' needs.</li> <li>Protects the rights of service users.</li> <li>The impact of good communication skills.</li> <li>The impact of poor communication skills.</li> </ul> <p>Students would develop a summative chart on the importance of effective communication.</p>	<p>Service users' needs</p> <p>Protects impact</p>	<ul style="list-style-type: none"> <li>Explain the importance of effective communication.</li> <li>Explain the impact of poor communication skills.</li> </ul>	<a href="#">Article on poor communication in health care</a>	<p>R033 Supporting individuals through life events - TA2: Impacts of life events</p> <p>R034 Creative and therapeutic activities TA3: Plan a creative activity TA4 Deliver a creative activity</p> <p>R036 Health promotion campaigns TA3 Plan and deliver a health promotion campaign TA4 Deliver and evaluate a health promotion campaign</p>
2	TA3 Effective communication	<p>This lesson is for consolidation.</p> <p>Provide the students with flash cards and some graphic organisers.</p>		using the completed flash cards to work in pairs to ask and to answer questions,	<a href="#">Graphic organisers</a> <a href="#">SAM for R032</a> <a href="#">Command words</a>	

Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, students will be able to:	Useful links/resources	How does this link to other units?
		<p>The flash cards can be used to write questions on one side and the answers on the reverse – for the questions you can direct the students to use the command words which will be within the examination.</p> <p>Students can use the graphic organisers to aid their understanding and to use for their revision.</p>		<p>making use of the key command words.</p> <p>produce graphic organisers for 3.1, 3.2, 3.3, 3.4 and 3.5.</p>		
3	TA3 Effective communication	<p>This lesson is to be used for a mini assessment on TA3.</p> <p>You could develop a series of exam style questions that use the command words seen within the SAM. The mini assessment should contain at least one level response question.</p> <p>You will also need to develop a mark scheme for the students so that they can peer assess their work.</p> <ul style="list-style-type: none"> <li>• Student sits mini assessment.</li> <li>• Swop papers and peer assess.</li> <li>• Green pen their own paper to make additions / see where they went wrong.</li> </ul> <p>You could collate the mini assessments and identify what went well (www), common errors made by the students and how they can improve.</p>		<ul style="list-style-type: none"> <li>• complete a mini assessment on TA3.</li> <li>• peer assess another student's assessment using a mark scheme.</li> <li>• carry out a green pen activity on their own assessment making necessary corrections / additions.</li> </ul>		

Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, students will be able to:	Useful links/resources	How does this link to other units?
4	TA3 Effective communication  4.1 Safeguarding	<p>Start the lesson by providing collective feedback on the TA3 mini assessment - what went well (www), common errors made by the students and how they can improve.</p> <p>Define safeguarding.</p> <p>Provide the students with a list of service users who need safeguarding – get the students to try and provide reasons for why they need safeguarding.</p> <p>You could use stimulus material highlighting the impact if service users are not safeguarded – allow the students time to read the stimulus material and then facilitate a discussion on the possible impacts – physical, intellectual, emotional and social.</p>	Safeguarding Vulnerable Impacts	<ul style="list-style-type: none"> <li>• know the meaning of safeguarding.</li> <li>• identify service users who need safeguarding.</li> <li>• describe why service users need safeguarding.</li> <li>• provide examples of the impacts for service users due to a lack of safeguarding.</li> </ul>	<a href="#">What is safeguarding</a>  <a href="#">Who needs safeguarding</a>	
5	4.1 Safeguarding	<p>Start the lesson by providing basic information on the following key terms:</p> <ul style="list-style-type: none"> <li>• Safeguarding policy.</li> <li>• Designated Safeguarding Lead (DSL).</li> <li>• Signs of abuse.</li> <li>• Disclosure and Barring Service (DBS) checks.</li> </ul> <p>Students are to work in groups to extend upon this information and</p>	<ul style="list-style-type: none"> <li>• Safeguarding policy</li> <li>• Designated Safeguarding Lead (DSL)</li> <li>• Abuse</li> <li>• Disclosure and Barring Service (DBS) checks</li> </ul>	<ul style="list-style-type: none"> <li>• Define key terms, e.g., DSL and DBS checks.</li> <li>• Read and extract key information linked to the success criteria.</li> <li>• Co-operate in group work.</li> </ul>	<a href="#">What is a DSL</a>  <a href="#">DBS checks</a>	



Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, students will be able to:	Useful links/resources	How does this link to other units?
		<p>produce a mini booklet on safeguarding – provide the students with success criteria which will detail what they must include within the mini booklet.</p> <p>Provide students with source material that provides information on the following:</p> <ul style="list-style-type: none"> <li>• safeguarding procedures in care settings.</li> <li>• Safeguarding training.</li> <li>• Disclosure and Barring Service (DBS) checks.</li> </ul>				

Half-term 2						
Summary of what you will cover from the curriculum planner:		<b>4.1 Safeguarding</b> <b>4.2 Infection prevention</b> <b>4.3 Safety procedures and measures</b>				
Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, students will be able to:	Useful links/resources	How does this link to other units?
1	4.1 Safeguarding	<p>This lesson is a continuation of the previous one. Students are to continue to work in groups to develop their mini booklet on safeguarding.</p> <p>Each group will be asked to present 3 facts.</p> <p>You may want to clarify the following at the end of the lesson:</p> <ul style="list-style-type: none"> <li>Reasons for having DBS checks for all staff.</li> <li>To know the difference between standard checks, enhanced checks and barred list.</li> </ul>	<ul style="list-style-type: none"> <li>Safeguarding policy</li> <li>Designated Safeguarding Lead (DSL)</li> <li>Abuse</li> <li>Disclosure and Barring Service (DBS) checks</li> </ul>	<ul style="list-style-type: none"> <li>Collectively present three facts from their mini booklet to the rest of the class.</li> <li>Know the reasons for having DBS checks.</li> <li>Know the difference between standard checks, enhanced checks and barred list.</li> </ul>		
2	4.2 Infection prevention	<p>Take the key aspects provided within the specification and get the students to place these into the correct category:</p> <ul style="list-style-type: none"> <li>General cleanliness</li> <li>Personal hygiene measures</li> <li>PPE (personal protective equipment)</li> </ul> <p>Go through the 3 sections making sure to provide the reasons for carrying out infection prevention in different care settings and how these will protect the</p>	<p>General cleanliness</p> <p>Personal hygiene</p> <p>PPE (personal protective equipment)</p>	<ul style="list-style-type: none"> <li>Differentiate between the three aspects for infection prevention</li> <li>Identify different reasons for carrying out infection prevention</li> <li>Describe how these methods of infection prevention protect the health and</li> </ul>	<a href="#">Basic intro to personal hygiene</a>  <a href="#">Introduction to PPE</a>	

Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, students will be able to:	Useful links/resources	How does this link to other units?
		health and wellbeing of both service providers and service users.		wellbeing of both service providers and service users.		
3	4.2 Infection prevention	This is a continuation of the previous lesson. Divide the students into pairs or small groups – provide each with a different care setting. Their activity is to provide an illustrative set of guidelines (could be in the form of a booklet or a display) for the staff who work in this specific care setting. Provide the students with success criteria to follow ensuring that they cover reasons for infection prevention and how they protect.	General cleanliness Personal hygiene PPE (personal protective equipment)	<ul style="list-style-type: none"> <li>Produce a set of guidelines for a specified care setting.</li> </ul>		
4	4.3 Safety procedures and measures	<p>Define the difference between a procedure and a measure.</p> <p>You could initially develop a mind map on safety procedures.</p> <p>Go through each of the different aspects given within the specification to briefly introduce them:</p> <ul style="list-style-type: none"> <li>First aid policy</li> <li>Risk assessments</li> <li>Staff training programs</li> <li>Emergency procedures</li> <li>Equipment considerations</li> </ul> <p>You could develop resources for each of the 5 aspects and have these situated in a different part of the teaching base. Allow the students to visit each information point</p>	Safety procedures Safety measure	<ul style="list-style-type: none"> <li>Know the difference between a procedure and a measure.</li> <li>Describe how safety procedures protect service providers and service users.</li> </ul>	<a href="#">Risk assessments</a>	

Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, students will be able to:	Useful links/resources	How does this link to other units?
		and to answer pre prepared questions on each aspect, e.g., what does this involve? How does this protect service providers? How does this protect service users?				
5	4.3 Safety procedures and measures	<p>This is a continuation of the previous lesson.</p> <p>Allow the students to continue reading and extracting information on the different safety procedures – allow time for the students to feedback and to allow them to expand on their notes.</p> <p>You could complete this section by delivering the section on safety measures.</p>	<p>Safety procedures</p> <p>Safety measures</p>	<ul style="list-style-type: none"> <li>Explain how each of the safety procedures protect both service providers and service users.</li> <li>Describe how safety measures can protect both service providers and service users.</li> </ul>		

Half-term 3						
Summary of what you will cover from the curriculum planner:		<b>4.4 How security measures protect service users and staff</b> <b>TA 4 Consolidation of knowledge</b>				
Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, students will be able to:	Useful links/resources	How does this link to other units?
1	4.4 How security measures protect service users and staff	<p>You could start the lesson with Think Pair Share – ask the students to identify some security measures that can be used within care settings.</p> <p>Provide the students with the list of security measures within the specification – In pairs students are to state both the reasons for these measures and how they protect both service providers and service users:</p> <ul style="list-style-type: none"> <li>Identifying staff.</li> <li>Monitoring of keys.</li> <li>Receiving and monitoring visitors.</li> <li>Reporting of concerns to line managers.</li> <li>External doors, restricting access.</li> <li>Window locks and restraints.</li> </ul>	Security measures Monitoring Restricting access Restraints	<ul style="list-style-type: none"> <li>Identify different security measures.</li> <li>Provide reasons for the use of different security measures.</li> <li>Explain how security measures protect both service providers and service users.</li> </ul>		
2	4.4 How security measures protect service users and staff	<p>This lesson is a continuation of the previous one.</p> <p>Generate a class discussion on the students answers for both reasons for security measures and how they protect.</p>	Security measures Monitoring Restricting access Restraints	<ul style="list-style-type: none"> <li>Develop a summative chart on the security measures – to include both the reasons for, how they protect and identifying different care settings who would adopt the security measures.</li> </ul>		

Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, students will be able to:	Useful links/resources	How does this link to other units?
		Direct the students to develop a summary chart of the security measures (reasons and protect). To complete the summative chart, get the students to state different health and social care settings which would use these security measures.				
3	TA4 Protecting service users and service providers in health and social care settings	<p>This lesson is for consolidation.</p> <p>Provide the students with flash cards and some graphic organisers.</p> <p>The flash cards can be used to write questions on one side and the answers on the reverse – for the questions you can direct the students to use the command words which will be within the examination.</p> <p>Students can use the graphic organisers to aid their understanding and to use for their revision.</p>		<ul style="list-style-type: none"> <li>using the completed flash cards to work in pairs to ask and to answer questions, making use of the key command words.</li> <li>produce graphic organisers for 4.1, 4.2, 4.3 and 4.4.</li> </ul>	<a href="#">Graphic organisers</a> <a href="#">SAM for R032</a> <a href="#">Command words</a>	
4	TA4 Protecting service users and service providers in health and social care settings	<p>This lesson is to be used for a mini assessment on TA4.</p> <p>You could develop a series of exam style questions that use the command words seen within the SAM. The mini assessment should contain at least one level response question.</p> <p>You will also need to develop a mark scheme for the students so that they can peer assess their work.</p> <ul style="list-style-type: none"> <li>Student sits mini assessment.</li> </ul>		<ul style="list-style-type: none"> <li>complete a mini assessment on TA4.</li> <li>peer assess another student's assessment using a mark scheme.</li> <li>carry out a green pen activity on their own assessment making necessary corrections / additions.</li> </ul>		

Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, students will be able to:	Useful links/resources	How does this link to other units?
		<ul style="list-style-type: none"> <li>Swop papers and peer assess.</li> <li>Green pen their own paper to make additions / see where they went wrong.</li> </ul> <p>You could collate the mini assessments and identify what went well (www), common errors made by the students and how they can improve.</p>				
5	R032	<p>You could start the lesson by providing collective feedback on the TA4 mini assessment - what went well (www), common errors made by the students and how they can improve.</p> <p>Provide the students with a checklist for R032 -students to use this to check against their work and to identify any missing gaps in their learning.</p>		<ul style="list-style-type: none"> <li>use the R032 checklist against their work and be able to identify any gaps in their learning.</li> </ul>		

## Half-term 4

Half-term 4						
<b>Summary of what you will cover from the curriculum planner:</b>		<b>Examination practice</b> <b>Mock exam 1 followed by therapy lesson</b>				
Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, students will be able to:	Useful links/resources	How does this link to other units?
1	Exam revision	<p>You could reserve a couple of lessons for examination revision using practice questions from Exam Builder or using the SAM:</p> <ul style="list-style-type: none"> <li>give students different types and styles of questions to practise answering, including short and long answer questions.</li> <li>show students how break down and de construct the requirements of question, including how command verbs are used.</li> <li>show how marks are allocated across questions, and what is required to achieve the marks indicated on the exam paper:</li> <li>get students to attempt questions, peer mark others' answers and discuss.</li> </ul> <p>This practise will be good preparation for a mock examination.</p>	Command words: Identify State Describe Explain Analyse Evaluate	<ul style="list-style-type: none"> <li>Break down and deconstruct and practise exam style questions. Be able to provide responses to a selection of different types of exam questions.</li> <li>Use teacher and peer review to inform further revision.</li> </ul>		
2	Exam revision	<p>You could reserve a couple of lessons for examination revision using practice questions:</p> <ul style="list-style-type: none"> <li>give students different types and styles of questions to practise</li> </ul>	Command words: Identify State Describe Explain	<ul style="list-style-type: none"> <li>Break down and deconstruct and practise exam style questions. Be able to provide</li> </ul>		



Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, students will be able to:	Useful links/resources	How does this link to other units?
		<p>answering, including short and long answer questions.</p> <ul style="list-style-type: none"> <li>show students how break down and de construct the requirements of question, including how command verbs are used.</li> <li>show how marks are allocated across questions, and what is required to achieve the marks indicated on the exam paper:</li> <li>get students to attempt questions, peer mark others' answers and discuss.</li> </ul> <p>This practise will be good preparation for a mock examination.</p>	Analyse Evaluate	<p>responses to a selection of different types of exam questions.</p> <ul style="list-style-type: none"> <li>Use teacher and peer review to inform further revision.</li> </ul>		
3	<p>Mock Exam 1 / part a</p> <p>TA 1 The rights of service users in health and social care settings</p> <p>TA2 Person-centred values</p>	<p>The external examination is 1 hour and 15 minutes / 70 marks.</p> <p>Allow 40 minutes for part a of the mock.</p>	<p>Command words:</p> <p>Identify State Describe Explain Analyse Evaluate</p>	<ul style="list-style-type: none"> <li>Know the requirements of all the command words within the mock.</li> <li>Attempt all the questions.</li> </ul>		
4	<p>Mock Exam 1 / part b</p> <p>TA3 Effective communication in health and social care settings</p> <p>TA4 Protecting service users and</p>	<p>The external examination is 1 hour and 15 minutes / 70 marks.</p> <p>Allow 40 minutes for part b of the mock.</p>	<p>Command words:</p> <p>Identify State Describe Explain Analyse Evaluate</p>	<ul style="list-style-type: none"> <li>Know the requirements of all the command words within the mock.</li> <li>Attempt all the questions.</li> </ul>		

Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, students will be able to:	Useful links/resources	How does this link to other units?
	service providers in health and social care settings					
5	Therapy lesson on Mock 1	Present marked mocks to the students. Go through the mark scheme and allow students time to green pen their answers.	Command words: Identify State Describe Explain Analyse Evaluate	<ul style="list-style-type: none"> <li>Green pen their mock exam and identify www/ebi.</li> </ul>		

Half-term 5						
<b>Summary of what you will cover from the curriculum planner:</b>		<b>Mock exam 2 followed by therapy lesson</b> <b>Independent revision</b>				
Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, students will be able to:	Useful links/resources	How does this link to other units?
1	Mock Exam 2 / part a TA1 The rights of service users in health and social care settings  TA2 Person-centred values	The external examination is 1 hour and 15 minutes / 70 marks.  Allow 40 minutes for part a of the mock.	Command words: Identify State Describe Explain Analyse Evaluate	<ul style="list-style-type: none"> <li>Know the requirements of all the command words within the mock.</li> <li>Attempt all the questions.</li> </ul>		
2	Mock Exam 2 / part b  TA3 Effective communication in health and social care settings  TA4 Protecting service users and service providers in health and social care settings	The external examination is 1 hour and 15 minutes / 70 marks.  Allow 40 minutes for part a of the mock.	Command words: Identify State Describe Explain Analyse Evaluate	<ul style="list-style-type: none"> <li>Know the requirements of all the command words within the mock.</li> <li>Attempt all the questions.</li> </ul>		
3	Therapy lesson on Mock 2	Present marked mocks to the students Go through the mark scheme and allow students time to green pen their answers.	Command words: Identify State Describe	Green pen their mock exam and identify www / ebi		

Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, students will be able to:	Useful links/resources	How does this link to other units?
			Explain Analyse Evaluate			
4	R032	Students to revise independently.				
5	R032	Students to revise independently.				

## Teaching over three years

Topic area	Warm up / introductory activities	Length of time activity may take
TA1 The rights of service users in health and social care services	You could start this by firstly getting students to identify as many health and social care settings as they can. Then progress onto rights. Students could research how the different rights are applied in different settings. Finally, you could look at the benefits with the students developing a poster on specific benefits linked to rights.	5 – 6 hours
TA2 Person-centred values  2.1 Person-centred values and how they are applied by service providers	<p>You could start this by matching definitions / examples to each of the person-centred values. You could develop an expert challenge.</p> <p>Working in groups each group could be allocated a person-centred value and apply this to different health and social care settings. They are to present this person-centred value to the rest of the group.</p> <p>Once every group has delivered you could task the students to develop an information booklet on the person-centred values.</p>	5 – 6 hours
TA3 Effective communication in health and social care settings  3.4 The importance of special methods of communication in health and social care settings	<p>Provide the students with some information on Braille, British Sign Language and Makaton – get the students into groups and allow them time to immerse themselves in these methods of communication - you could set them tasks such as:</p> <ul style="list-style-type: none"><li>• Translating spoken English into Braille (consider signs / basic instructions).</li><li>• Holding a basic conversation with one another using British Sign Language.</li><li>• Practising key Makaton signs.</li></ul>	5 – 6 hours
TA4 Protecting service users and service providers in health and social care settings  4.1 Safeguarding	<p>You could develop a mini research task for the students with the final aim of the students either developing an information booklet or a mini display on the following:</p> <ul style="list-style-type: none"><li>• What is safeguarding?</li><li>• Who would need to be safeguarded?</li><li>• What are safeguarding procedures that should be adopted in health and social care settings?</li><li>• What is the role of a Designated Safeguarding Lead (DSL)?</li><li>• What could be included in safeguarding training?</li><li>• What are DBS checks?</li></ul>	5 – 6 hours

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