‘Raising the Achievement of All’

WELL-SEQUENCED **CONTEXUALISED/INCLUSIVE** **AMBITIOUS**

Year 10 H&SC Curriculum map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Questions	• Supporting Individuals through life stages • What are the different life stages? • What is the impact of life events on individuals? • What are the sources of support available for people who use services?	• Supporting individuals through life stages • Impacts of life events • What are the expected events? • What are the unexpected life events • What are the positive PIES effects of life events? • What are the negative PIES effects of life events • What are the impacts of genetically inherited diseases on growth and development	• Sources of support that meet individual needs • The 3 main categories of support • How the services differ in each category • Who could benefit from the services • How the support meets the needs of the individuals • Evaluate the value of the support available in each category • The role of the NHS	• Why is healthy society important? • What are the current public health challenges? • The benefits of health promotion campaigns? • Factors influencing health and well-being? • What individuals can do to be healthy • Barriers to leading a healthy lifestyle? • Planning a health promotion campaign • Delivering a health promotion plan • How to evaluate your own performance	• What are the current health promotion campaigns • Planning a health promotion campaign • Aims and objectives for a health promotion campaign • Delivering a health promotion plan • How to evaluate your own performance	• Protecting service users and service providers in health and social care settings • What is safeguarding and who needs safeguarding? • Impacts on service users of lack of safeguarding • The importance of infection prevention • Safety procedures and measures • How security measures protect service users and staff
Content: ‘Know what’	• R032 (M) 1.1 Types of care settings, 1.2 The rights of service users • R033 (M) • 1.1 Life stages and development	• R032 (M) 1.3 The benefits to service users’ health and wellbeing when their rights are maintained • R033 (M) • 2.1(s) Life events and their impacts on individuals • Begin working on OCR-set assignment material Task 1	• R032 (M) 2.1 Person-centred values and how they are applied by service providers • 2.2 Benefits of applying the person-centred values • R033 (M) • 3.1 (s) Sources of support to meet individual needs • Working on Task 2a	• R032 (M) 2.3 Effects on service users’ health and wellbeing if person-centred values are not applied • R033 (M) • Working on OCR-set assignment Task 2b	• R032 (M) 3.1 The importance of verbal communication skills in health and social care settings • 3.2 The importance of non-verbal skills in health and social care settings • 3.3 The importance of active listening in health and social care settings • 3.4 The importance of special methods in health and social care settings • R033 (M)NEA submit	• R032 (M) • 3.5 The importance of effective communication in health and social care settings • R035 1.1/1.2
Expertise ‘Know how’	• To understand how people, grow and develop during their lives • Infancy 0-3 • Childhood 4-10 • Adolescence 11-18 • Young adult 19-45 • Middle adulthood 46-65 • Older adults 65+ • How life events affect growth and development at each life stage	• Begin working on OCR-set assignment material Task 1 • How individuals go through different life changes? • How the changes make individuals feel and behave • How these changes impact on the individuals lives • How to apply the knowledge learnt into the assessment criteria of the coursework	• How practitioners meet individual needs • How to match support provision to meet individual needs • individual • How informal support could help to meet an individual’s needs • How to effectively involve a service user in delivering personalised care • Evaluate the importance of person-centred values in delivering personalised care • Apply the knowledge gained into the assessment criteria	• How to research current public health challenges • How current health promotion campaigns were created • How people can say healthy • How different factors lead to healthy lifestyle and how some factors can act as barriers to healthy life style • How to plan a health promotion campaign • How to deliver a health promotion campaign • How to evaluate own performance	• How people can say healthy • How different factors lead to healthy lifestyle and how some factors can act as barriers to healthy life style • How to plan a health promotion campaign • How to deliver a health promotion campaign • How to evaluate own performance	• How to apply safeguarding measures • How to prevent a breach of safeguarding • How staff can be trained • DBS checks for all staff • How to prevent infection • How to promote good practice • How to apply safety and security measures • How security measures protect service users and staff

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Literacy/ Numeracy/ SMSC/	• To understand how people, grow and develop during their lives • Infancy 0-3 • Childhood 4-10 • Adolescence 11-18 • Young adult 19-45 • Middle adulthood 46-65 • Older adults 65+ • How life events affect growth and development at each life stage •	• How individuals go through different life changes? • How the changes make individuals feel and behave • How these changes impact on the individuals lives • How to apply the knowledge learnt into the assessment criteria of the coursework • •	• How practitioners meet individual needs • How to match support provision to meet individual needs • individual • How informal support could help to meet an individual’s needs • How to effectively involve a service user in delivering personalised care • Evaluate the importance of person-centred values in delivering personalised care • Apply the knowledge gained into the assessment criteria	• How to research current public health challenges • How current health promotion campaigns were created • How people can say healthy • How different factors lead to healthy lifestyle and how some factors can act as barriers to healthy life style • How to plan a health promotion campaign • How to deliver a health promotion campaign • How to evaluate own performance	• How people can say healthy • How different factors lead to healthy lifestyle and how some factors can act as barriers to healthy life style • How to plan a health promotion campaign • How to deliver a health promotion campaign • How to evaluate own performance	• How to apply safeguarding measures • How to prevent a breach of safeguarding • How staff can be trained • DBS checks for all staff • How to prevent infection • How to promote good practice • How to apply safety and security measures • How security measures protect service users and staff
Disciplinary literacy	• Reading from the Eduqas text book • Student reading of text. Independent or read out loud • Class discussions on what’s been read. • Open/closed questioning • Extended writing based on exam style questions • Tier 2-3 words discussed with definitions written in theory books and discussed					
Careers	• Teacher led Class discussion on careers based on different life stages and care setting related to the exam specification • Internet based research to identify the next academic stages needed to get into different care settings • Discussion on the different roles included within the care settings and how best to prepare you for the career move					