‘Raising the Achievement of All’

WELL-SEQUENCED CONTEXUALISED/INCLUSIVE AMBITIOUS

Year 11 H&SC Curriculum map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1
Key Questions	**Topic: Unit R032** • **The Rights of service users in health and social care settings** • **How service user needs are met** • **Caring for PIES health and wellbeing of individuals** • **What are person centred values and how they are applied by service providers** • **How legislation supports person-centred values** •	**Topic: Unit R032** • **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** •	**Topic: Unit R033** • **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** •	**Topic: Unit R035** • **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**	**Topic: Unit R032** • **Complete revision tasks on Individual Rights in the homework booklet** • **-HSC Revision guide –Hodder Education p6-30. Read, make notes and complete the tasks** • **Work through some past question papers.** • **Use mark scheme to check your answers** • **How to answer 6-mark questions** • **How to answer 8-mark questions**
Content: ‘Know what’	**R032** (M) 4.1 safeguarding, 4.2 infection prevention **R035** 1.2, 1.3 Introduce OCR-set assignment material released in June	**R032** (M) 4.3 safety procedures and measures, 4.4 how security measures protect service users and staff **R035** 2.1 Working on Task 1 and 2	**R032** (M) Revision and Examination (practice attempt) **R033** (M) NEA Resubmission (this would be on a new assignment) **R035** 2.2, 2.3 Working on Task 3	**R032** (M) Exam revision **R033** (M) amends **R035** 3.1, 4.1 Working on Task 4 **R032** (M) Revision and preparation for Examination.	**R032** (M) Exam revision **R033** (M) amends **R035** 4.2 Improve/complete **R035** NEA (submit) **R032** (M) Revision and preparation for Examination.
Expertise ‘Know how’	• **How providing person-centred values improves job satisfaction for practitioners** • **How it supports choice and consultation** • **How it maintains and improves quality of life** • **How it helps practitioners to develop their skills** • **How it provides clear guidelines about standards of care** • **How applying person centred values benefits service users** • **How the different types of communication are important in health and social care settings**	• **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**	• **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**	• **Use effective communication to support individuals to maintain their rights** • **Use vocabulary that can be understood** • **Adapt communication to meet the individual needs or the situation** • **Provide up to date information with all the necessary information** • **Understand how to challenge discriminatory behaviour** • **Provide information about complains and procedures-who to complain to, when to complain, options available and the steps to follow.** • **Providing advocacy and how that helps to maintain individual rights** •

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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
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				