

HEALTH & SOCIAL CARE CURRICULUM

At all levels of health and social care it is intended that students explore the rights of service users and how the individual needs can be met. The key to building all relationships is effective communication whether this is between service users, their family and advocates or other users. Effective communication is tested and applied at both KS4 & 5. Students also have to understand health and safety requirements within settings.

We support students in both KS4 & 5 need to build their own organisational skills so that they can manage their time effectively in researching and writing coursework reports. It is also our intention that students should be aware of different settings that practitioners work in to enhance their knowledge of career opportunities.

Key stage 4

This subject develops skills such as:

- Effective verbal communication
- Presentation skills
- Creative thinking
- Problem solving
- Research and planning
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Students will complete a full coursework and also start their 2nd coursework in year 10. In year 11 they will complete their 2nd coursework and go on to study for their final exam. Both coursework's require some practical element. One will require a presentation in front of others and the other will require at least an interview with an individual. Students have to show independence in their research. They will need to be resilient to producing extended writing in their coursework.

Students will start **Unit R033: Supporting individuals through life events** in September of year 10. This coursework is mandatory and worth 30% of their final grade.

They will learn about development and factors that affect them as well as life events and their effects before choosing an individual to base their investigation and report on. They will have to write a detailed report on their individual's life explaining their development at each part of their life from the age of 4 onwards. Particular focus will be on identifying life events, such as physical events, relationship changes & life circumstances and how this has affected their development. Students will also have to identify how their individual's needs change, and the impact on the individual. Students have to identify and explain what sort of support services they can receive and how they can help them.

Also in year 10, students will start **R035: Health promotion campaigns**. This is also 30% of their final grade. They will learn about current public health issues and health campaigns to combat these. They will also learn about how a campaign can benefit society and influence health. This will include understanding factors that influence the uptake of any campaign and how this affects health.

Students will have to research one campaign that currently exists in the UK. They will then plan and create a campaign of their own and source tools and materials that they can use to deliver their health promotion campaign to the group as part of their assessment. This will also apply and demonstrate their own communication skills.

In year 11 students will study theory for **unit R032: Principles of care in health & social care in preparation for a 1 hr 15 minute exam**. They will learn about core values and skills, such as how

workers provide person centred care values of care. This includes the rights of individuals accessing health and social care services and how to protect service users in settings by looking at safeguarding & safety & hygiene. They will also learn about effective communication skills required by workers and the benefits of this.

Key stage 5

At key stage 5 we offer a **Cambridge Technical extended certificate** in health & social care.

When students start in the Autumn term they study for 2 exam modules one taken in January and the other in May of year 12. The January exam covers their knowledge and understanding of equality, diversity and rights in health & social care. This underpins values of health & social care in all areas. It is also possible to complete in one term and bank an exam result in the January of year 12. Students learn about rights and care values and types of discrimination. They will look at effects of discriminatory practice on individuals who require care or support, and appreciate how legislation and national initiatives can support and promote anti-discriminatory practice.

Anatomy and physiology has a 2 hour exam taken in May of year 12. It represents the most points towards their final grade. Students learn about the basic structure and functions of the body systems involved in everyday activities and maintenance of health, including the cardiovascular, respiratory, nervous and digestive systems.

Unfortunately, things do go wrong and each system has well-known diseases and disorders. Also, as individuals age these body systems become less efficient. Students will understand the effects on individuals and what has to be done on a daily basis to enable them to lead as full and independent a life as possible. Doing the exam in year 12 allows the students to take a resit the following year if they want to improve their grade and is also following their science knowledge after their GCSE.

After sitting their exam in equality and diversity students will complete their first short coursework module on Public Health. Through their study of this module students will develop an understanding of the ways public health and wellbeing is promoted in order to benefit society as a whole and to reduce health inequalities. Students will gain an understanding of current public health strategies and initiatives and consider the effectiveness and the implications of health policy for the wider population. They will focus their coursework on at least one strategy/initiative to improve public health. As a short module it introduces coursework report writing to the students and would be completed in the summer term.

If circumstances allow all year 12 students are encouraged to apply for a weeks work experience in the summer term to help them gain knowledge for their coursework module on building relationships in health, social care and child care settings. This module will start in the summer term for year 12's, and continue into the Autumn of year 13. Students in their coursework will develop their knowledge of how to build 2 different types of relationship in 2 different environments in health & social care. Students will need to understand the context of interactions, how the person-centred approach can be applied with individuals and any factors that influence the relationship. As part of the merit criteria and distinction criteria students must become reflective practitioners to analyse their own communication skills and also Gibbs cycle in reviewing serious case reviews. This is the only unit where students will have a practical assessment taking the role of a practitioner during a 1:1 and a group interaction to demonstrate their own communication skills.

After completing their anatomy and physiology exam students will begin the third coursework in Sexual health, reproduction and early development phases. They will produce coursework that investigates the issues of consent, define sexual health and examine ways sexual health is protected. The process of conception is explored and factors affecting conception and the health of the foetus are researched. Students will learn about the stages of pregnancy, birth and evaluate the impact of post-natal care. This unit will also look at early development from conception to a one-year-old child.

In the final 2 terms of year 13 students will study for their final exam in Health, safety and security in Health and Social Care. They will acquire the necessary knowledge and skills to equip them in maintaining a safe working environment for themselves, colleagues and individuals who require care and support. They will learn how legislation, policies and procedures work to reduce risks in health and social care and the consequences of not following them. They will also learn how to respond to different incidents and emergencies within health and social care settings.