



Health & Social Care Curriculum Map	
<b>St. Cuthbert's Curriculum Vision</b> 	<p>Here at St. Cuthbert's, our curriculum is rooted in our Catholic faith and the principles laid out in Catholic Social Teaching. Our goal is to help every child shine, feel valued, and make a positive mark in the world. With our core CARE values—Catholicity, Aspiration, Respect, and Excellence—guiding us, we aim to nurture each child's academic, social, emotional, and spiritual growth. We strive to foster an environment where every student feels secure, included, and supported, both inside the classroom and out.</p> <p><a href="#">Complete curriculum vision.docx</a></p>
<b>Health &amp; Social Care Curriculum Vision</b> 	<p><b><u>OCR Nationals Health and Social Care Vision Statement:</u></b> To provide the support and encouragement in order to provide learners with the essential knowledge, transferable skills and tools to improve their learning in all subjects, not just Health and Social Care. This in turn will enhance their employability when they leave education (particularly within health, social care and early years sectors), contributing to both their personal growth and future economic well-being. The knowledge and skills developed through the course facilitates future development as successful adults</p> <p>All the learning takes place within a nurturing environment where all learners are valued and success in all its forms is celebrated. This fosters a shared drive towards success, with the expectation of achievement and being the best that we can be being shared by both students and staff.</p>

As health and social care is a vocational course, based on caring professions, the themes run through every element of the course. The coursework element encourages independent learning skills, RO35 in particular has effective communication as one of the assessment objectives. Every exam question is based on a care setting or job role or the health and social needs of a particular individual..

Health & Social Care 'at a glance'		
AUTUMN	SPRING	SUMMER



<b>YEAR 10</b> <b>RO32 (examined unit)</b>	<b>Topic Area 1 The Rights of Service Users in HSC Settings</b> <b>1.1 Types of Care Settings</b> <b>1.2 Clients Rights</b> <b>1.3 The Benefits of Maintaining Rights</b>	<b>Topic Area 2 Person Centred Values</b> <b>2.1 Person Centred Values</b> <b>The 6 C's</b> <b>2.2 Benefits of applying PCV</b> <b>2.3 Effects on health and wellbeing if not applied</b>	<b>Topic Area 3 Effective Communication</b> <b>3.1 Importance of verbal communication</b> <b>3.2 Importance of non -verbal communication</b> <b>3.3 Importance of active listening skills</b> <b>3.4 Importance of specialist methods</b> <b>3.5 Benefits of good and impact of poor communication</b>
<b>Year 10</b> <b>(RO33 NEA)</b>	<b>PIES Development &amp; Factors Affecting Development</b> <b>Life Events &amp; Their Effects on Development</b>	<b>Sources of Support</b>	<b>Start RO35 Health promotions (NEA)</b> <b>Research into the chosen health promotion campaign</b> <b>Justification of choice</b>
<b>YEAR 11</b> <b>RO21 (examined unit)</b>	<b>Topic Area 4 Protecting Service Users and Service providers</b> <b>4.1 Safeguarding</b>	<b>4.2 Infection protection</b> <b>4.3 Safety procedures and measures</b> <b>4.4 Security measures</b>	<b>Revision and preparation for the exam</b>
<b>Year 11</b> <b>RO35 (NEA)</b>	<b>Topic Area 2 Factors Influencing health</b> <b>Topic Area 3 Plan &amp; create a health promotion campaign</b> <b>Topic Area 4 Deliver the campaign</b> <b>Topic Area 4 Evaluate the campaign</b>		



	AUTUMN		SPRING		SUMMER	
Theme	<u>Clients Rights</u>	<u>The Benefits of Maintaining Rights</u>	<u>Person centred values</u>	The 6 C's	Effective Communication	
Year 10	<b>Substantive Knowledge</b>  Application of knowledge to different HSC settings  Decoding of exam questions	<b>Disciplinary Knowledge</b> Examples of different health & social care services  The 5 rights of service users.  The benefits to service users of maintaining their rights	<b>Substantive Knowledge</b> Application of knowledge to different HSC settings  Decoding of exam questions	<b>Disciplinary Knowledge</b> The benefits of applying the person-centred values The effects on health & wellbeing if person centred values are not applied. The meaning of person-centred values The meaning of the 6Cs	<b>Substantive Knowledge</b>  Application of knowledge to different HSC settings  Decoding of exam questions	<b>Disciplinary Knowledge</b> Different methods of communication including verbal, non-verbal, active listening and specialist  The impact of good communication The impact of poor communication
Key vocabulary	Service user Care practitioner Confidentiality Equality Abuse Confidentiality empowerment		Dignity Privacy Rights Compassion Courage Partnership Independence individuality		Verbal communication Non-verbal communication Active listening Specialist communication Translator advocate	



	AUTUMN	SPRING	SUMMER
Texts to be studied	A subject support pack is given to students. They are encouraged to read relevant news articles relating to the topics being studied		

Rationale	<p><b>Previous Links:</b> The skills for life curriculum covers issues of human rights and diversity</p> <p><b>Future Links:</b> Students will go on to consider the benefits to health &amp; wellbeing when rights are maintained</p> <p><b>Why this?</b> Students need to be able to give examples of different services throughout the course and clients rights is a fundamental basis for the course.</p>	<p><b>Previous Links:</b> The skills for life curriculum cover issues of human rights, diversity &amp; healthy relationships</p> <p><b>Future Links:</b> Students will go on to discuss the importance of effective communication in maintaining rights</p> <p><b>Why this</b> Students can consider important issues such as empowerment, trust and self-esteem which will help develop their own self-awareness as well as understanding</p>	<p><b>Previous Links:</b> Person centred values link to earlier learning on client's rights</p> <p><b>Future Links:</b> The ability to apply person centred values to the recommended sources of support is a requirement of the NEA</p> <p><b>Why this?</b> The learning at this point coincides with the need to apply person centred values in the NEA task around sources of support, therefore consolidates understanding in both units</p>	<p><b>Previous Links:</b> In term 1 we consider the benefits to service users when rights are supported, the benefits for person centred values are very similar</p> <p><b>Future Links:</b> The unit on safeguarding in Year 11 also considers the effects on service users when they are not protected or their needs are not met</p> <p><b>Why this?</b> Students continue to develop the ability the apply their learning to different care settings and different service users. This also facilitates knowledge of care</p>	<p><b>Previous Links:</b> Effective communication is a central theme in the study of person-centred values and the 6 C's</p> <p><b>Future Links:</b> Students go on to consider how effective communication helps to meet individual needs and the impact of good/bad communication</p> <p><b>Why this?</b> Effective communication is a reoccurring theme throughout the course, especially in the centre assessed units where students present their health promotion</p>	<p><b>Previous Links:</b> The topics build on further learning from client's rights and why it is important to support rights as effective communication is an important way of doing so</p> <p><b>Future Links:</b> supports the development of important transferable caring skills so developing employability skills</p> <p><b>Why this?</b> Effective communication is often an extended answer exam question and so it is important to develop the student's exam technique through this topic</p>
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	AUTUMN		SPRING		SUMMER	
		how they can better treat others		settings, and the skills needed for different job roles thus developing employability skills	campaign to an audience, so an understanding of effective communication skills is crucial	

YEAR 10 RO33		AUTUMN	SPRING	Summer
Ro33	Theme	PIES Development & Factors Affecting Development Life events and their effect on development	Sources of Support	Start RO35 Health promotions (NEA) Research into the chosen health promotion campaign Justification of choice



YEAR 10 RO33		AUTUMN	SPRING	Summer
		<p><b>Disciplinary Knowledge:</b>  The main life stages  Physical, intellectual, emotional &amp; social developmental norms  Factors Affecting Development  Expected &amp; unexpected life events  The impact of life events on PIES development  Individual needs based on the life events</p> <p><b>Substantive Knowledge</b>  Be able to competently use word, create new folders and access one drive to store work.  Be able to apply knowledge to their chosen client and compare their development against the expected norms.  Application of knowledge and ability to assess the effects of a range of factors on physical, intellectual, emotional and social development</p>	<p><b>Disciplinary Knowledge:</b>  The difference between formal, informal and charity-based sources of support  The role of care practitioners and informal carers  Personalised support</p> <p><b>Substantive Knowledge</b>    Be able to apply knowledge to their chosen client by considering the different sources of support available and how they will best meet the client's needs</p>	<p><b>Disciplinary Knowledge:</b>  What health promotion campaigns are and why we need them  Factors that can affect the health of individuals and the UK as a whole</p> <p><b>Substantive Knowledge</b>  Research skills to discover how the issue affects individuals and society</p>



	Rationale	<p><b>Previous Links:</b> Students would have looked at biological changes in science and considered physical, emotional and social changes of adolescence through the Skills for Life curriculum. Food technology covers diet and nutrition. Skills for Life covers topics such as physical &amp; mental health, positive &amp; negative relationships, discrimination &amp; bullying, culture, gender identity and sexual orientation. The unit will also link to the real-life experiences of students and their families</p> <p><b>Future Links:</b> In the lesson students will go on to consider the sources of support available. The second NEA focuses on health promotion campaigns so will link to some of the factors affecting development</p> <p><b>Why this?</b> The centre assessed units are released in June and only available for one academic year, therefore must be completed before the end of Year 10. The plan is to complete one NEA in Year 10 and the other in Year 11 to allow knowledge if the examined unit to be</p>	<p><b>Previous Links:</b> The Skills for Life curriculum at KS4 builds on much of the learning.</p> <p><b>Future Links:</b> The second NEA focuses on health promotion campaigns so consider the types of support provided by different sectors and organisations</p> <p><b>Why this?</b> The centre assessed units are released in June and only available for one academic year, therefore must be completed before the end of Year 10. The plan is to complete one NEA in Year 10 and the other in Year 11 to allow knowledge if the examined unit to be delivered alongside so knowledge can be built incrementally</p>	<p><b>Previous Links:</b> Through the Catholic ethos of the school, RE lessons and Skills for life students will have considered and often been involved in fund raising activities for different health campaigns. The unit will also link to the real-life experiences of students and their families</p> <p><b>Future Links:</b> In year 11 the unit will be completed through the student's individual health campaigns</p> <p><b>Why this?</b> The completion of this unit is necessary with one academic year. The second NEA is submitted for January assessment to allow for sufficient time for exam planning</p>
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YEAR 10 RO33		AUTUMN	SPRING	Summer
		delivered alongside so knowledge can be built incrementally		
	Key vocabulary	Life stages Milestones Physical, intellectual, emotional, social Economic, environmental, cultural,	Formal support Informal support Charity support	
	Texts to be studied	The health campaigns unit is research based; therefore, students will be expected to read a range of texts/articles on the given health promotion campaign		

YEAR 11		AUTUMN	SPRING	SUMMER
RO32	Theme	RO32 Topic Area 4 Protecting Service Users and Service providers 4.1 Safeguarding	4.2 Infection protection 4.3 Safety procedures and measures 4.4 Security measures	Revision & Exam Preparation
	Knowledge /	<b>Disciplinary Knowledge:</b> The service users who need safeguarding The physical, intellectual, emotional and social impacts of lack of safeguarding Safeguarding procedures	<b>Disciplinary Knowledge:</b> The steps to prevent infection including general cleanliness, personal hygiene measures and wearing PPE. Different safety policies and procedures for reducing risks including first aid policy, risk	<b>Knowledge</b> Revision and exam preparation. Consolidation of knowledge through a range of revision exercises and exam practice.



YEAR 11		AUTUMN	SPRING	SUMMER
Rationale		<p>Role of DSL Safeguarding training Different types of DBS checks and why they are important</p> <p><b>Substantive Knowledge</b></p> <p>Able to apply knowledge to a range of different health and social care scenarios Ability to successfully decode exam questions</p>	<p>assessments, staff training, emergency procedures, equipment considerations &amp; safety measures. Security measures and how they keep individuals safe</p> <p><b>Substantive Knowledge</b></p> <p>Able to apply knowledge to a range of different HSC settings and range of different exam questions. Recognise the difference between a policy and a procedure</p>	<p>Develop deeper understanding of the rubric of exam questions, exam technique, timings.</p> <p><b>Substantive Knowledge</b></p> <p>Be able to successfully answer exam questions, in particular extended answer questions</p>
		<p><b>Previous Links:</b> Elements of person-centred values and clients' rights and the importance of supporting them which students especially effects when not applied</p> <p><b>Future Links:</b> Protection of vulnerable service users through personal hygiene, safety and security measures</p> <p><b>Why this?</b> This can be a sensitive topic and so is better done in Year 11 when the students have a more mature attitude and are more used to the sensitive discussions that often take place</p>	<p><b>Previous Links:</b> Links to knowledge of client's rights from Autumn in Year 10, and person-centred values Learners are encouraged to apply the learning to their knowledge and own</p> <p><b>Future Links:</b> Involves knowledge that students can take into adulthood including into the workplace.</p> <p><b>Why this?</b> The learning is relatively straightforward and therefore well placed to be delivered after submission of the NEA in January and before the February half term when all subject knowledge should be completed.</p>	<p><b>Links to previous learning</b> Revision will cover all the learning objectives of RO32 covered throughout the course</p> <p><b>Links to future learning</b> As a vocational course the knowledge learned and skills developed can be transferred to future vocational training particularly occupations in health, social care and early years sectors</p> <p><b>Why</b> Exam preparation when all learning objectives have been covered in order to secure the best possible outcome in the written exam</p>



YEAR 11		AUTUMN	SPRING	SUMMER
	Key vocabulary	Safeguarding, vulnerable, designated safeguarding lead, disclosure and barring service	Personal protective equipment, safety measure, safety procedure, bacteria, cross contamination, risk assessment, hazard, risk	
		Class knowledge organisers and course	Class knowledge organisers and course	Revision book, knowledge organisers
YEAR 11		AUTUMN	SPRING	
RO35 NEA	Theme	<b>Topic Area 2 Factors Influencing health</b> <b>Topic Area 3 Plan &amp; create a health promotion campaign</b> <b>Topic Area 4 Evaluate the campaign</b>		
	Knowledge / skills	<b>Disciplinary Knowledge:</b> The different factors that can affect health The different barriers to improving health The physical, intellectual, emotional and social benefits of living a healthier lifestyle  <b>Substantive Knowledges:</b> The skills of research methods and independent learning. Able to reflect and assess identify strengths, weaknesses and areas for development		
	Rationale	<b>Previous Links:</b> The link build on previous learning including factors affecting health and in particular effective communication  <b>Future Links:</b>		



YEAR 11		AUTUMN	SPRING
		<p>The knowledge learned and skills developed can be transferred to future vocational training particularly occupations in health, social care and early years sectors</p> <p><b>Why this?</b> The unit enables personal development by considering how lifestyle choices, genetics and other factors can impact on our health and wellbeing. This is a more practical based activity which requires more confidence and appreciation of effective communication skills. The unit is entered for January assessment to ensure teaching and learning time can then focus on the requirements and demands of the examined unit</p>	
	Key vocabulary	Lifestyle choices, socio economic, culture, disposable income, peer pressure, role models, advertising, physical, intellectual, emotional and social	
	Texts to be studied	Research papers and government/NHS publications relating to the specific health promotion campaign specified in the NEA	



Catholic Social Teaching



Preparing for Life in Modern Britain

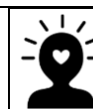
Many elements of the course, especially person-centred values stress the importance of the values of dignity and respect.  
Research into sources of support considers the important role of the family, religious support as well as charity support to help individuals who are faced with challenging life events

All elements of the course involve real life situations and scenarios. The students are made aware of the different physical, intellectual, emotional and social changes throughout the different lifestages and the financial, environmental, social, emotional or physical factors that affect development. RO35 involves considering health issues affecting individuals and society as well as factors that can affect health and wellbeing.



#### Careers

As a vocational course every element of the course has linked to careers in health and social care sectors. The exam questions involve assessing a given care provider or the roles of different care practitioners. The health campaigns unit involves students delivering their own health promotion campaigns which involves the transferable skills of research, initiative, organisation and presentation.



#### Skills for Life

All elements of the course facilitate students to be more informed service users as they can better understand their rights and the responsibilities of care providers. The communication topic allows students to be aware of the importance of effective communication and be more aware of their own communication skills.

#### Cultural Capital and Enrichment Opportunities

The development of cultural capital in Health and Social care includes the understanding and development of more effective communication skills, health literacy, and familiarity with medical practices which can affect access to care, quality of interaction with providers, and overall improve health outcomes.



