



Hazel Wood
High School

Part of the

Oak



Learning Partnership

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Health & Social Care
Curriculum
Overview
**Hazel Wood
High School**



Our Curriculum Content:

This course will provide learners with essential knowledge, transferable skills and tools, contributing to both their personal development and future economic well-being. Cambridge Nationals in Health and Social Care will equip learners with sound specialist knowledge and skills for everyday use. They will also challenge all learners, including high attaining learners, by introducing them to demanding material and skills; encouraging independence and creativity; providing tasks that engage with the most taxing aspects of the National Curriculum (including Values of Care and the importance of softer skills such as communication skills to ensure individuals right to independence and dignity).

OCR Cambridge National in Health & Social Care						
Year 10	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Unit Title	Supporting individuals through life events (R033)				Creative and therapeutic activities (R034)	
Key knowledge and understanding that enables skill building	<p>In this unit, students will learn about life stages and the factors that affect them. Students will understand expected and unexpected life events and the impact they will have on physical, social/emotional and socio-economic aspects in an individual's life.</p> <p>Students will know and understand the following:</p> <ul style="list-style-type: none"> • Each life stage and how to identify them • What a key milestone in life is and how these impact on people • PIES and how to use them • Factors affecting growth and development across life stages • Expected and unexpected life events • Impact that life events have on individuals • Identifying individual needs (anxiety, weight gain, loss of income etc) • Sources of support • The role of practitioners and informal care givers <ul style="list-style-type: none"> • Recommended personal support 				<p>In this unit, students will learn about the range of creative activities available in health and social care settings. Students will understand the physical, intellectual, emotional and social benefits of these. Students will learn how to plan and deliver a creative activity with an individual or group and evaluate their planning and delivery.</p> <p>Students will know and understand the following:</p> <ul style="list-style-type: none"> • The different type of therapies • The benefits of these therapies (PIES) • The different types of creative activities • The benefits of these activities (PIES) • Factors that affect the selection of a creative activity • How to plan a creative activity to meet individual needs • How to deliver a creative activity and evaluate your own performance 	



Vocabulary	There is a full vocabulary bank associated with our teaching of this unit. There is a list of key vocabulary for the course on the back of students' books and students will start to create their own glossaries at the back of books to support them in learning key terms and language.	
	Here are some examples used in this term: <ul style="list-style-type: none">• Physical• Intellectual• Emotional• Social• Cultural• Economic• Environmental• Life stages• Milestones	Here are some examples used in this term: <ul style="list-style-type: none">• Dexterity• Impairment• Sensory• Cognitive• Expressive• Physical• Intellectual• Hypnotherapy• Reminiscence
Assessment	Students are expected to meet deadlines for coursework entries via physical submission to teacher and online uploads to TEAMS. Students will be aware of the marking criteria for each Topic Area. To support this, students' books and work produced are checked regularly to ensure that any potential misconceptions can be addressed in re-teaching (if necessary).	
	Throughout this unit, students will be assessed on TA1: Life stages TA2: Impact of life events TA3: Sources of support	Throughout this unit, students will be assessed on TA1: Therapies and their benefits TA2: Creative activities and their benefits TA3: Plan a creative activity TA4: Deliver a creative activity and evaluate your performance
	At the end of this unit of work, there will be pieces of coursework completed by the students that liaise with the assignment tasks and marking criteria. The students will choose an individual to base their RO33 assignment upon. This can be a famous person or someone the student knows. The individual's name must be anonymised, i.e. names changed or redacted. Students must check that the person chosen is appropriate to enable students to access all of the marking criteria. The student will also have evidence of an interview that they have conducted. The students must choose an individual who will agree to speak to them and be written about in this task. The individual must agree to speak to the student about life events and the impact these have had on them.	At the end of this year, there will be a TA4 piece of coursework completed and submitted by the students.



Year 11	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Unit Title	Creative and Therapeutic Activities (RO34)		Principles of Care (RO32)			
Key knowledge and understanding that enables skill building	<p>In this unit, students will learn about the range of creative activities available in health and social care settings. Students will understand the physical, intellectual, emotional and social benefits of these. Students will learn how to plan and deliver a creative activity with an individual or group and evaluate their planning and delivery.</p> <p>Students will know and understand the following:</p> <ul style="list-style-type: none"> • The different type of therapies • The benefits of these therapies (PIES) • The different types of creative activities • The benefits of these activities (PIES) • Factors that affect the selection of a creative activity • How to plan a creative activity to meet individual needs • How to deliver a creative activity and evaluate your own performance 		<p>Recap/Re-sit and review previous assignments for improvements</p> <p>In this unit, students will learn about the importance of the rights of service users, person-centered values and how to apply them. Students will understand the importance of effective communication skills when providing care and support for service users in health and social care settings; and the procedures and measures used to protect individuals such as safeguarding, hygiene and security.</p> <p>Students will know and understand the following:</p> <ul style="list-style-type: none"> • Examples of different health and social care settings • What rights individuals have (PECCC) • Benefits when the rights and values are applied (THEN) • Person centred values (DR DRIP PIC) • Qualities of a service practitioner (6 C's) • Effects on service users if the values are not applied (PIES) • Communication methods • Safeguarding • 			



Vocabulary	<p>There is a full vocabulary bank associated with our teaching of this unit. There is a list of key vocabulary for the course on the back of students' books and students will start to create their own glossaries at the back of books to support them in learning key terms and language. All terminology is detailed lesson plans and in medium term plans and in our detailed SOL.</p>	
	<p>Here are some examples used in this term:</p> <ul style="list-style-type: none"> • Dexterity • Impairment • Sensory • Cognitive • Expressive • Physical • Intellectual • Hypnotherapy • Reminiscence 	<p>Here are some examples used in this term:</p> <ul style="list-style-type: none"> • Consultation • Confidentiality • Malnutrition • Empathy • Clarity • Advocate • Makaton • Braille • Vulnerable • Sensory • DSL • DBS
Assessment	<p>Students are expected to meet deadlines for coursework entries via physical submission to teacher and online uploads to TEAMS. Students will be aware of the marking criteria for each Topic Area.</p> <p>To support this, students' books and work produced are checked regularly to ensure that any potential misconceptions can be addressed in re-teaching (if necessary).</p>	
	<p>Throughout this unit, students will be assessed on</p> <p>TA1: Therapies and their benefits</p> <p>TA2: Creative activities and their benefits</p> <p>TA3: Plan a creative activity</p> <p>TA4: Deliver a creative activity and evaluate your performance</p>	<p>Students are expected to complete fortnightly homework via quizzes on TEAMS. Students will also have knowledge organisers to support their revision.</p> <p>To support this, students' books and work produced are checked regularly to ensure that any potential misconceptions can be addressed in re-teaching (if necessary).</p> <p>Students will complete several different exam-style questions in order to prepare them and gain confidence.</p> <p>Throughout this unit, students will be assessed on</p> <p>TA1: The rights of service users</p> <p>TA2: Person-centred values</p> <p>TA3: Effective communication</p> <p>TA4: Protecting service users</p> <p>Students will be assessed by an externally marked exam which will be sat in Summer. The exam is 1 hour and 15 minutes and has 70 marks in total. The exam will have 6 compulsory questions. Question types include:</p>



At the end of this unit of work, there will be pieces of coursework completed by the students that liaise with the assignment tasks and marking criteria.

The students will also have completed a practical assessment. They will have planned and delivered a creative activity. The student will receive feedback via an observation record form from their teacher. They will have also completed a self-evaluation as part of their assignment too.

- short and medium answer
- extended response.

Three questions will be set with a situation or scenario. There will always be up to two 6 mark extended response questions that will require students to provide an extended answer when showing their knowledge and understanding. There will always be one 8 mark extended response question. Responses will need to include discussion or evaluation. The question topic may be drawn from any relevant aspect of the unit teaching content. This will be conducted under examination conditions

