



Hazel Wood
High School

Part of the

Oak



Learning Partnership

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Health & Social Care
Curriculum
Overview 2023
**Hazel Wood
High School**



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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 current legislation requirements and the importance of softer skills such as communication skills to ensure individuals right to independence and dignity).

The hands-on approach that will be required for both teaching and learning will chime appropriately with the way young people use new technology and will underpin a highly valid approach to the assessment of their skills as borne by what teachers tell us. The qualification design, including the range of units available, will allow learners the freedom to explore more deeply the things that interest them as well as providing good opportunity to enhance their learning in a range of curriculum areas.





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)	Principles of care in health and social care settings (R032)	
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>Lesson Objectives in our Medium-Term Plans are sequenced to ensure that students 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 <p>Recommended personal support</p>			<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>Lesson Objectives in our Medium-Term Plans are sequenced to ensure that students 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>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>Lesson Objectives in our Medium-Term Plans are sequenced to ensure that students 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) • Benefits of applying the person centred values • Effects on service users if the values are not applied (PIES) 	



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"> • Physical • Intellectual • Emotional • Social • Cultural • Economic • Environmental <p>Here are some examples used in this term:</p> <ul style="list-style-type: none"> • Life circumstances • Financial • Learning impairment • Grief • Mobility 	<p>Here are some examples used in this term:</p> <ul style="list-style-type: none"> • Dexterity • Stimulation • Empower • Impairment • Sensory • Cognitive • Expressive • Physical • Intellectual • Hypnotherapy • Reminiscence 	<p>Here are some examples:</p> <ul style="list-style-type: none"> • Pharmacy • Retirement • Choice • Confidentiality • Consultation • Protection from harm and abuse • Equal and fair treatment 	<p>Here are some examples:</p> <ul style="list-style-type: none"> • Empowerment • Formal • Informal • Charities • Practitioners • Provision • Dignity • Privacy • Compassion • Commitment • Competence •
Assessment	<p>Students are expected to complete fortnightly homework assessments online, that test their increasing knowledge base in relation to the taught curriculum. The scores from the homeworks are recorded in books for parents to see and, where questions are consistently incorrect with many pupils responding incorrectly, these are addressed in the 'Do Nows' for lessons.</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: Life stages TA2: Impact of life events TA3: Sources of support</p>	<p>Throughout this unit, students will be assessed on</p> <p>TA1: Therapies and their benefits TA2: Creative activities and their benefits TA3: Plan a creative activity</p>	<p>Throughout this unit, students will be assessed on</p> <p>TA1: The rights of service users TA2: Person-centred values and how they are applied</p>	



	<p>At the end of this unit of work, there will be a piece of coursework completed by the students. The students will choose an individual to base this task 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.</p>	<p>At the end of this unit of work, there will be a piece of coursework complete by the student. 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.</p>	<p>At the end of this unit, there will be a piece of coursework completed by the students. 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.</p>	<p>At the end of this unit, there will be an exam. The exam will be 1 hour and 15 minutes and has a total of 70 marks.</p>
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Year 11	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Unit Title	Principles of care in health and social care settings (R032)		Recap/Re-sit and review previous assignments for improvements			
Key Knowledge and Understanding that enables skill building	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. Lesson Objectives in our Medium-Term Plans are sequenced to ensure that students know and understand the following: <ul style="list-style-type: none">• The importance of verbal communication skills• The importance of non-verbal communication skills• The importance of active listening skills• The importance of special methods of communication• The importance of effective communication• Safeguarding• Infection prevention• Safety procedures and measures• How security measures protect staff and service user		After HT2 we will assess current grades and decide whether re-sits and improvements are needed. Students will be given time and opportunity to go back to previous assignments and use their increased knowledge to improve their work.			
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. All terminology is detailed in lesson plans and in medium term plans and in our detailed SOL.					



	<p>Here are some examples used in this term:</p> <ul style="list-style-type: none">• Clarity• Pace• Empathy• Advocate• Braille• Makaton• Empowerment• Reassurance• Jargon	<p>Here are some examples used in this term:</p> <ul style="list-style-type: none">• Vulnerable• Sensory impairment• DSL• Hazardous• Risk assessment	
Assessment	<p>Students are expected to complete fortnightly homework assessments online, that test their increasing knowledge base in relation to the taught curriculum. The scores from the home works are recorded in books for parents to see and, where questions are consistently incorrect with many pupils responding incorrectly, these are addressed in the 'Do Nows' for lessons.</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 TA3: Effective communication TA4: Protecting service users and providers</p>		
	<p>At the end of this unit, there will be an exam. The exam will be 1 hour and 15 minutes and has a total of 70 marks.</p>		

