

## Health and Social Care

### Curriculum Principles

**By the end of their secondary education, a student of Health & Social Care at Dixons Broadgreen will:**

- Understand the life stages from conception and birth all the way through to later adulthood. They will learn about the changes and different experiences individuals have throughout their lives and how they affect them physically, intellectually, emotionally and socially. Students will be able explain the factors that influence development over a life span and relate these to professionals who can aid in support.
- Study working practice within health and social care and how it is underpinned by care values in order to provide a person centered care. These skills, attributes and behaviours needed by care practitioners are essential learning within the health and social care sector.
- Develop understanding of the different types of provisions available for individuals. This will include learning about various job roles of a range of practitioners. This involves gaining an insight into ways the different services work together to meet the needs of individuals at different life stages.
- Focus on the process that underpins effective ways of working in health and social care, such as designing a plan to improve an individual's health and wellbeing. This involves setting targets for an individual to follow and then assessing the individual's ability to follow this plan (e.g. what obstacles may they face and how could they overcome them)
- Learners will learn by applying their skills, knowledge and understanding to tasks or activities that are relevant to what happens in health, social care and child care workplaces and learners will also learn how to be proactive in promoting healthy lifestyles and supporting individuals within the sector. Having an appreciation of what happens in the workplace will also help to prepare learners for continuing their education in this sector

**Our unifying 'sentence' is:** The curriculum developed and enthused learners to be resilient, happy, caring individuals who are effective communicators with a positive attitude, that 'opened doors of opportunity', to aim high and used their knowledge to become successful within the health and social care sector.

**In order to achieve a true understanding of health and social care, topics have been intelligently sequence based on the following rationale:**

- The course covers units of work that are examined and internally/externally assessed. External examination knowledge is organised and sequenced to allow learners to develop and apply their knowledge. There will be opportunities for retrieval practice and exploration activities to allow students to develop their skills in preparation for their formal assessment in the form of assignments. We also use spaced practice in developing the skills to the exam component and preparing for answering exam questions. The units are graded using the Pass, Merit and Distinction criteria.
- The curriculum has clear literacy links to embed key terminology and command verbs so students are developing their knowledge of key aspects of health and social care.
- Students have the opportunity to practice applying what they have learnt in relation to the care values within health and social care by undertaking a role-play, but then also having the opportunity to receive feedback and review their own performance.
- Health and Social Care is a vocational subject, which therefore means through the majority of the time, it provides students with the opportunity to demonstrate their skills in task based tasks, rather than the traditional preparation for examinations as would be with GCSE and A level subjects.



- Learners will be taught to have an understanding of health and social care topics ranging from safeguarding, equality, anatomy and building positive relationships. These units will provide knowledge within the wider contexts of different environments and settings where care takes place. In addition they will study the importance of effective communication in health and social care, the importance of legislation in health and social care and the principles behind the person-centred approach to care and how this is applied in the workplace.
- Learners will also develop transferable skills such as communication skills as well as research, planning and organisation.

**The health and social care curriculum will address social disadvantage by addressing gaps in students' knowledge and skills:**

- Health and social care is a vocational subject, this means that students have the opportunity to develop their knowledge and skills and apply it to everyday and work contexts. It gives the opportunity to build skills that show an aptitude for further learning both in the sector and more widely. This includes allowing students to build on and embed their knowledge, allowing them to grow in confidence and then put into practice what they have learned.
- We ensure that intervention is proactive and data driven, on a regular basis staff address the gaps identified from in-class or cycle assessment data in order to offer provision to eradicate these differences. We use computerised folders in classrooms, which are used on a daily basis, which identifies the disadvantaged learners (and SEND / PP) and interventions can be put in to practice to help students progress. All lessons are differentiated to also support all learners.
- The curriculum teaches the learners about the different life stages that we all go through from birth to old age and that we all experience life differently. This includes a focus on the different factors that can affect a person's development physically, emotionally, intellectually or socially such as economic factors and social and cultural factors.
- The curriculum also has a focus on the different life events that people may go through throughout their lives. It studies the effects that these life events have on individuals, but also how the same life event can affect people differently.
- Lessons also use computers and ranges of software that students otherwise may not be able to access.
- Our department works with learners of all cultures and abilities. We teach to the top and scaffold to support all students. This particularly applies to SEND and PP students.

**We fully believe health and social care can contribute to the personal development of students at DBA:**

- The health and social care department strives for excellence from every learner by encouraging them to embrace experiences and opportunities and to apply their learning to examples within different settings of care.
- Each student is supported through attending engaging lessons and the use of up to date resources which challenge and motivate them. We believe that every student should be able to achieve the highest grade possible regardless of their ability so will secure the opportunity for all to succeed in all areas of the curriculum.
- Opportunities for students will be available to develop their understanding of health and social care services in developing skills and applying care values that are across the sector. The department's values will be to show the importance of patient confidentiality, dignity and respect by keeping them at the centre of all care required based on their needs and choices. Some of which are transferable to other sectors that involve interactions with clients or customers.



- All students are treated with respect and staff in the department will always plan lessons to meet individual's needs to enable all to learn.
- All students will apply their learning to real life case studies and they will communicate their findings to show empathy with others. Students will learn how to adopt caring behaviours and apply them in the form of a role-play situation where they have to respond to the needs of service users. From this practical opportunity, they are then to reflect on their own performance.
- Students are provided with the opportunity to understand that a person's health needs and social needs are different – even though both types of care are closely linked. Students are taught to understand that those who need social care are not always ill – they may be unable to carry out everyday activities like getting dressed or feeding themselves, or they may need help with their day-to-day lives.
- Providing students with the knowledge, understanding and skills that are the foundations for working within health and social care. This includes many of the skills that are used by health care professionals on a daily basis such as assessing a person's health and wellbeing and designing individualised care plans.

**At KS3, KS4 and KS5, our belief is that homework should be interleaved revision of powerful knowledge that has been modelled and taught in lessons. This knowledge is recalled and applied through a range of low stakes quizzing and practice.**

**Opportunities are built in to make links to the world of work to enhance the careers, advice and guidance that students are exposed to:**

- Health care roles include doctors, pharmacists, nurses, midwives and healthcare assistants, while social care roles include care assistants, occupational therapists, counsellors and administrators. The curriculum focuses on students being given the opportunity to be introduced to the nature of these job roles and understand the qualities needed to fulfil the role.
- Students are taught about the range of health and social care services (primary, secondary, tertiary) that are available including residential care, respite care and domiciliary services, overall demonstrating to students the wide range of career opportunities that there are within health and social care.
- When completing a role play students are given the opportunity to demonstrate the care values within a health and social care context, therefore making this as realistic as possible to what they would be expected to do in the world of work.

**A true love of health and social care involves learning about various cultural domains. We teach beyond the specification requirements, but do ensure students are well prepared to be successful in GCSE examinations:**

- This subject impacts within every sector of employment that is incredibly vast in context! This course gives students the background knowledge and develops the skills needed by anybody considering working with people.
- The practical transferable skills students master during studying Health and Social care such as self-reflection, communication and teamwork will allow them to grow in confidence and support their progress in the present and the future.
- The curriculum has been designed to be current and up to date with the real world that provides the students with a grounding of routines and high standards to prepare them for career related professions or further education and apprenticeships.
- Students are encouraged to become holistic learners and have empathy to become caring individuals towards all ages using a holistic approach to create a positive mindfulness.
- Students will become independent learners that can make informed decisions about further learning opportunities or continuing into related career choices. Students will develop both a critical and



analytical approach to problem solving whilst gaining an understanding of personal development, health and social care sectors and services set within contemporary case studies.



**Year 10 L2 Health & Social Care Long Term Plan**

	Week 0	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
Cycle 1	<b>W/C 30/08</b>	<b>W/C 06/09</b>	<b>W/C 13/09</b>	<b>W/C 20/09</b>	<b>W/C 27/09</b>	<b>W/C 04/10</b>	<b>W/C 11/10</b>	<b>W/C 18/10</b>	<b>W/C 01/11</b>	<b>W/C 08/11</b>	<b>W/C 15/11</b>	<b>W/C 22/11</b>	<b>W/C 29/11</b>	<b>W/C 06/12</b>
	Term 1 Inset 1 & 2									Term 2				Data 1 Planning 1
	Orientation		TAHSC 1 Provisions	TAHSC 1 Provisions	TAHSC 1 Provisions	TAHSC 1 Services	TAHSC 1 Services	TAHSC 1 Services	TAHSC 1 Task 1: P1, M1	TAHSC 1 Task 1: P1, M1	TAHSC 1 Health centre roles	TAHSC 1 Hospital roles	TAHSC 1 Social care roles	TAHSC 1 Task 2: P2
Cycle 2		<b>W/C 13/12</b>	<b>W/C 20/12</b>	<b>W/C 03/01</b>	<b>W/C 10/01</b>	<b>W/C 17/01</b>	<b>W/C 24/01</b>	<b>W/C 30/01</b>	<b>W/C 07/02</b>	<b>W/C 14/02</b>	<b>W/C 28/02</b>	<b>W/C 07/03</b>	<b>W/C 14/03</b>	<b>W/C 21/03</b>
				Term 3 Inset 3 & 4							Term 4 Data 2 Planning 2			
		TAHSC 1 Task 2: P2	TAHSC 1 Task 2: P2	TAHSC 1 Task 2: P2	TAHSC 1 LO2 Job Roles -- careers	TAHSC 1 LO2 Job Roles -- careers	TAHSC 1 LO3 Referrals & Barriers	TAHSC 1 LO3 Referrals & Barriers	TAHSC 1 LO3 Referrals & Barriers	TAHSC 1 Task 3: P3, P4, M2	TAHSC 1 Task 3: P3, P4, M2	TAHSC 1 LO4 Specific needs	TAHSC 1 Task 4: P5, M3	TAHSC 1 Task 4: P5, M3
Cycle 3		<b>W/C 28/03</b>	<b>W/C 04/04</b>	<b>W/C 25/04</b>	<b>W/C 02/05</b>	<b>W/C 09/05</b>	<b>W/C 16/05</b>	<b>W/C 23/05</b>	<b>W/C 06/06</b>	<b>W/C 13/06</b>	<b>W/C 20/06</b>	<b>W/C 27/06</b>	<b>W/C 04/07</b>	<b>W/C 11/07</b>
				Term 5					Term 6	Summer Exams Y7- 10/12		Data 3 Planning 3		
		TAHSC 1 LO5 Informal care	TAHSC 1 Task 5: P6, D1	TAHSC 1 Task 5: P6, D1	TAHSC 1 LO6 Reg & Insp Bodies	TAHSC 1 LO6 Reg & Insp Bodies	TAHSC 1 LO6 Reg & Insp Bodies	TAHSC 2 HSC Practitioners	TAHSC 2 LO1 Job descriptions	TAHSC 2 CPD	TAHSC 2 Impact of services	TAHSC 2 Task 1: P2, P4, P5, M1	TAHSC 2 Task 1: P2, P4, P5, M1	TAHSC 2 Task 1: P2, P4, P5, M1

## Year 11 L2 Health & Social Care Long Term Plan

	Week 0	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
Cycle 1	<b>W/C 30/08</b>	<b>W/C 06/09</b>	<b>W/C 13/09</b>	<b>W/C 20/09</b>	<b>W/C 27/09</b>	<b>W/C 04/10</b>	<b>W/C 11/10</b>	<b>W/C 18/10</b>	<b>W/C 01/11</b>	<b>W/C 08/11</b>	<b>W/C 15/11</b>	<b>W/C 22/11</b>	<b>W/C 29/11</b>	<b>W/C 06/12</b>
	Term 1 Inset 1 & 2									Term 2				Data 1 Planning 1
	Orientation		Revisit TAHS 2 LO1 & LO2	Revisit TAHS 2 LO3	Revisit TAHS 2 LO4	Revisit TAHS 3 LO1	Revisit TAHS 3 LO2	Revisit TAHS 3 LO3	Revisit TAHS 3 LO4	Revisit TAHS 3 LO4	TAHSC 1 Provisions	TAHSC 1 Task 1: P1, M1	TAHSC 1 Task 1: P1, M1	TAHSC 1 Task 1: P1, M1
Cycle 2		<b>W/C 13/12</b>	<b>W/C 20/12</b>	<b>W/C 03/01</b>	<b>W/C 10/01</b>	<b>W/C 17/01</b>	<b>W/C 24/01</b>	<b>W/C 30/01</b>	<b>W/C 07/02</b>	<b>W/C 14/02</b>	<b>W/C 28/02</b>	<b>W/C 07/03</b>	<b>W/C 14/03</b>	<b>W/C 21/03</b>
				Term 3 Inset 3 & 4							Term 4 Data 2 Planning 2			
		TAHSC 1 Hospital roles	TAHSC 1 Social care roles	TAHSC 1 Social care roles	TAHSC 1 Task 2: P2	TAHSC 1 Task 2: P2	TAHSC 1 LO3 Referrals & Barriers	TAHSC 1 Task 3: P3, P4, M2	TAHSC 1 Task 3: P3, P4, M2	TAHSC 1 LO4 Specific needs	TAHSC 1 Task 4: P5, M3	TAHSC 1 Task 4: P5, M3	TAHSC 1 LO5 Informal care	TAHSC 1 Task 4: P6, D1
Cycle 3		<b>W/C 28/03</b>	<b>W/C 04/04</b>	<b>W/C 25/04</b>	<b>W/C 02/05</b>	<b>W/C 09/05</b>	<b>W/C 16/05</b>	<b>W/C 23/05</b>	<b>W/C 06/06</b>	<b>W/C 13/06</b>	<b>W/C 20/06</b>	<b>W/C 27/06</b>	<b>W/C 04/07</b>	<b>W/C 11/07</b>
				Term 5					Term 6	Summer Exams Y7- 10/12		Data 3 Planning 3		
		TAHSC 1 LO6 Reg & Insp Bodies	TAHSC 1 Task 6: P7, D2	TAHSC 1 Task 6: P7, D2	Revisit TAHS 3 LO1, LO2 & LO3	Revisit TAHS 3 LO4, LO5 & LO6	Internal Moderation	External Moderation						

## Year 12 L3 HSC Diploma Long Term Plan

	Week 0	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
Cycle 1	W/C 30/08	W/C 06/09	W/C 13/09	W/C 20/09	W/C 27/09	W/C 04/10	W/C 11/10	W/C 18/10	W/C 01/11	W/C 08/11	W/C 15/11	W/C 22/11	W/C 29/11	W/C 06/12
	Term 1 Inset 1 & 2									Term 2				Data 1 Planning 1
	Orientation	U2 & U3 LO1 Unit 1 LO1 Unit 10 LO1	U2 & U3 LO1 Assessment Unit 10 LO1	U2 & U3 LO1 LO2 Unit 10 LO1	U2 & U3 LO2 Assessment Unit 10 LO1	U2 & U3 LO2 LO3 Unit 10 LO1	U2 & U3 LO2 Assessment Unit 10 LO1	U2 & U3 LO2 LO4 Unit 10 LO1	U2 & U3 LO2 Assessment Unit 10 LO1	U2 & U3 LO3 Unit 10 LO1	U2 & U3 LO3 Unit 10 LO1	U2 & U3 LO4 Unit 10 LO1	U2 & U3 LO4 Unit 10 LO2	U2 & U3 LO4 Unit 10 LO2
Cycle 2		W/C 13/12	W/C 20/12	W/C 03/01	W/C 10/01	W/C 17/01	W/C 24/01	W/C 30/01	W/C 07/02	W/C 14/02	W/C 28/02	W/C 07/03	W/C 14/03	W/C 21/03
				Term 3 Inset 3 & 4							Term 4 Data 2 Planning 2			
		Unit 2 & Unit 3 Mocks U10 LO2	Unit 2 & Unit 3 Mocks U10 LO2	Unit 2 & Unit 3 Revision U10 LO2	Unit 2 & Unit 3 Revision U10 LO2	U6 & U7 LO1 U1 LO4 Task U10 LO2	U6 & U7 LO1 U1 LO1, LO2 revisit U10 LO2	U6 & U7 LO1 U1 LO3 revisit U10 LO3	U6 & U7 LO2 U1 LO4 revisit U10 LO3	U6 & U7 LO2 U10 LO3	U6 & U7 LO2 U10 LO3	U6 & U7 LO3 U10 LO3	U6 & U7 LO3 U10 LO3	U6 & U7 LO4 U10 LO3
Cycle 3		W/C 28/03	W/C 04/04	W/C 25/04	W/C 02/05	W/C 09/05	W/C 16/05	W/C 23/05	W/C 06/06	W/C 13/06	W/C 20/06	W/C 27/06	W/C 04/07	W/C 11/07
				Term 5					Term 6	Summer Exams Y7- 10/12		Data 3 Planning 3		
		U6 & U7 Prac papers Unit 10 LO3	U6 & U7 Prac papers Unit 10 LO3	U6 & U7 Prac papers Unit 10 LO4	Unit 5 LO1 Unit 12 LO1 Unit 10 LO4	U5 Task LO1 U12 LO1 Task Unit 10 LO4	U5 Task LO1 U12 LO2 Unit 10 LO4	U5 LO2 U12 Task LO2 Unit 10 LO4	U5 Task LO2 U12 LO3 Unit 10 LO4	U5 LO3 U12 Task LO3 U10 LO4	U5 Task LO3 U12 LO4 U10 LO4	U5 LO4 U12 LO4 U10 LO4	U5 Task LO4 U12 Task LO4 U10 LO4	U5 Task LO4 U12 Task LO4 U10 LO4

## Year 13 L3 HSC Diploma Long Term Plan

	Week 0	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
Cycle 1	<b>W/C 30/08</b>	<b>W/C 06/09</b>	<b>W/C 13/09</b>	<b>W/C 20/09</b>	<b>W/C 27/09</b>	<b>W/C 04/10</b>	<b>W/C 11/10</b>	<b>W/C 18/10</b>	<b>W/C 01/11</b>	<b>W/C 08/11</b>	<b>W/C 15/11</b>	<b>W/C 22/11</b>	<b>W/C 29/11</b>	<b>W/C 06/12</b>
	Term 1 Inset 1 & 2									Term 2				Data 1 Planning 1
	Orientation	Unit 4 LO1 Cardio vascular system	Unit 4 LO1 Cardio vascular system	Unit 4 LO1 Cardio vascular system	Unit 4 LO2 Respiratory system	Unit 4 LO2 Respiratory system	Unit 4 LO3 Digestion system	Unit 4 LO3 Digestion system	Unit 4 LO4 Musculo- skeletal system	Unit 4 LO4 Musculo- skeletal system	Unit 4 LO5 Nervous system	Unit 4 LO6 Sensory system	Unit 4 past paper practice	Unit 4 past paper practice
Cycle 2		<b>W/C 13/12</b>	<b>W/C 20/12</b>	<b>W/C 03/01</b>	<b>W/C 10/01</b>	<b>W/C 17/01</b>	<b>W/C 24/01</b>	<b>W/C 30/01</b>	<b>W/C 07/02</b>	<b>W/C 14/02</b>	<b>W/C 28/02</b>	<b>W/C 07/03</b>	<b>W/C 14/03</b>	<b>W/C 21/03</b>
				Term 3 Inset 3 & 4							Term 4 Data 2 Planning 2			
		Unit 4 past paper practice	Unit 4 past paper practice	Unit 4 past paper practice	Unit 4 revision	Unit 5 LO1 Infection control	Unit 5 LO2 chain of infection	Unit 5 LO3 spread of infection	Unit 5 LO4 working in infection control	Unit 12 LO1 positive behaviour	Unit 12 LO2 reactive interventions	Unit 12 LO3 strategies	Unit 12 LO4 legislation	Unit 12 Assessment
Cycle 3		<b>W/C 28/03</b>	<b>W/C 04/04</b>	<b>W/C 25/04</b>	<b>W/C 02/05</b>	<b>W/C 09/05</b>	<b>W/C 16/05</b>	<b>W/C 23/05</b>	<b>W/C 06/06</b>	<b>W/C 13/06</b>	<b>W/C 20/06</b>	<b>W/C 27/06</b>	<b>W/C 04/07</b>	<b>W/C 11/07</b>
				Term 5					Term 6	Summer Exams Y7- 10/12		Data 3 Planning 3		
		Unit 13 LO1 sexual health	Unit 13 LO2 conception	Unit 13 LO3 factors affecting pregnancy	Unit 13 LO4 pregnancy and birth	Unit 13 LO5 development of a baby	Unit 13 Assessment	External Moderation						