Health and Social Curriculum Intent

During Y10 , students will acquire an understanding of the foundations of Health and Social Care. In Year 10 students will apply this by completing a piece of coursework worth 40% of their overall grade. This piece of coursework will be based on their knowledge and understanding of:

- **Health and Social Care Settings**
- **Life Stages**
- **Cultural, Social, Economic, impacts on the individual**
- **Physical, Intellectual, Emotional and Social Impacts on the individual**
- **Knowledge of OCR-set assignment and the coursework writing process**
- **Ability to apply knowledge to the set assignment**

Essential Knowledge Summary

Schema 1- RO33

Composite Knowledge:

Students will gain an understanding of the principles of Health and Social. They will also gain understanding on how to support an individual in Health and Social Care Settings.

Component Knowledge:

Foundational Knowledge:

Declarative Knowledge:

Students will gain an understanding of the following:

- **Health and Social Care Settings**
- **Life Stages**
- **Cultural, Social, Economic, impacts on the individual**
- **Physical, Intellectual, Emotional and Social Impacts on the individual**
- **Knowledge of OCR-set assignment and the coursework writing process**

Procedural Knowledge:

Students will work independently to produce coursework of a high standard. Students will apply their knowledge to undertake three separate tasks worth 60 marks. These tasks will allow students to apply their knowledge on; supporting individuals in Health and Social Care Settings . For each task they will have to choose an individual at a certain life stage and apply their knowledge of growth and development to explain how it has affected each stage.

Upper Hierarchical Knowledge

- **Concepts of different types of individual needs.**
- **Concepts of structural inequalities in society and how this may effect an individuals growth and development.**
- **Concepts of how cultural impacts on a person are increasingly interchanging.**
- **Concepts of political impacts on an individual's growth and development.**

Schema 2- R032

Composite Knowledge:

Students will gain knowledge an understanding of how to protect service users in Health and Social Care and what settings have to consider to be functional.

Component Knowledge:

Foundational Knowledge:

Declarative Knowledge:

- The rights of service users in health and social care settings
- Person-centred values
- Effective communication in health and social care settings
- Protecting service users and service providers in health and social care settings.
- Legislation and how it affects Health and Social Care settings
- Different types of abuse and how they are recognised
- Different types of infection and how they are prevented
- Safety and security measures in Health and Social Care Settings
- Safeguarding- What is it and how does it protect people ?

Procedural Knowledge:

- **Make accurate inferences to real life examples of safeguarding/abuse**
- **Research and analyse cases of infection**
- **Developing presentation skills and delivery for Legislation presentation**
- **Justify key points which will enhance exam technique**
- **Independently answer exam questions**
- **Evaluate key findings and provide opportunity to understand why Health and Social Care Settings Operate the way they do.**
- **Develop PEE paragraph skills for long mark questions**
- **Develop teamwork skills by presenting in groups**

Upper Hierarchical Knowledge:

- **Connect concepts related to previous units on principles of Health and Social Care**
- **Accurately apply examples of cases when necessary**
- **Analyse the strengths and weaknesses of certain parts of legislation**

Year 10 Final Composite Knowledge End Point

By the end of Y10 students will have completed 40% of their overall GCSE Grade. In order to complete this, students will have applied the knowledge they have acquired on the foundations of Health and Social Care. Throughout this process , students will also have developed their self-management skills, and independent thinking skills as the coursework is written in exam conditions. The foundation knowledge they will have acquired provides a solid foundation for Y11. Students will have knowledge of the following:

- Health and Social Care settings and their function
- Life stages and the changes that occur at each stage
- How physical, social, emotional and intellectual factors affect growth
- How cultural, economic and social factors affect growth
- How different Health and Social Settings can support an individual
- How to follow a task brief
- How to carry out an unstructured interview correctly
- How to evaluate their own independent work

Year 11 Curriculum Intent

In Y11 students will complete a further 40% of their grade by completing another piece of coursework based on the knowledge they will acquire on creative activities and therapies. The remaining 20% of their grade will be decided by an exam sat at the end of Y11. This exam will be based on the principles of Health and Social Care as well as how to care for an individual. By the end of Y11 students should be able to use the knowledge acquired over the two years to be able to do the following:

- Creative activities and their benefits
- Creative therapies and their benefits
- How to plan and deliver a creative actively effectively and safely
- Topic Area 1 The rights of service users in health and social care settings
- Topic Area 2 Person-centred values
- Topic Area 3 Effective communication in health and social care settings
- Topic Area 4 Protecting service users and service providers in health and social care settings.

Year 11 Essential Knowledge Summary

Schemata 1: R034 Creative Activities and Therapies

Composite Knowledge:

Students will gain an understanding of creative therapies and activities. They will need to apply this knowledge to an OCR- Set assignment brief.

Component Knowledge:

Foundational Knowledge:

Declarative Knowledge:

Students will gain an understanding of the following:

Schemate 2: Principles of Health Care

Composite Knowledge:

Students will gain knowledge an understanding of how to protect service users in Health and Social Care and what settings have to consider to be functional.

Component Knowledge:

Foundational Knowledge:

Declarative Knowledge:

- The rights of service users in health and social care settings

- **Different types of creative activities and their benefits for the individual**
- **Different types of creative therapies and their benefits for the individual**
- **How to deliver a successful creative activity to an individual or group**
- **How to follow a set OCR assignment and adhere to coursework rules and regulations.**

Procedural Knowledge:

Students will apply their knowledge of creative activities and creative therapies to carry out a piece of coursework worth 60 marks. For one of the tasks students will have to recommend a creative activity that they think meets the service user needs discussed in the assignment scenario. After they have chosen an activity, they must justify why this appropriate for the assignment brief. They then must plan and deliver a creative activity that they will be assessed on. They will then have to evaluate their task based on feedback. Finally they will have to choose a creative therapy that is appropriate for the service user referred to in the assignment brief.

<u>Upper Hierarchical Knowledge</u>

Linking previous life stages knowledge to explicitly explain how a creative activity/therapy will benefit the individual.

Effectively reflecting on strengths and weakness of students work

Effectively using prior knowledge of topics to evaluate the strengths and weaknesses of certain settings

- Person-centred values
- Effective communication in health and social care settings
- Protecting service users and service providers in health and social care settings.
- Legislation and how it affects Health and Social Care settings
- Different types of abuse and how they are recognised
- Different types of infection and how they are prevented
- Safety and security measures in Health and Social Care Settings
- Safeguarding- What is it and how does it protect people ?

Procedural Knowledge:

- **Make accurate inferences to real life examples of safeguarding/abuse**
- **Research and analyse cases of infection**
- **Developing presentation skills and delivery for Legislation presentation**
- **Justify key points which will enhance exam technique**
- **Independently answer exam questions**
- **Evaluate key findings and provide opportunity to understand why Health and Social Care Settings Operate the way they do.**
- **Develop PEE paragraph skills for long mark questions**
- **Develop teamwork skills by presenting in groups**

<u>Upper Hierarchical Knowledge:</u>

- **Connect concepts related to previous units on principles of Health and Social Care**
- **Accurately apply examples of cases when necessary**
- **Analyse the strengths and weaknesses of certain parts of legislation**

<u>Year 11 Final Composite Knowledge End Point</u>

Students will gain knowledge and understanding in the following areas-

- Creative activities and their benefits
- Creative therapies and their benefits
- How to plan and deliver a creative actively effectively and safely
- Topic Area 1 The rights of service users in health and social care settings
- Topic Area 2 Person-centred values
- Topic Area 3 Effective communication in health and social care settings
- Topic Area 4 Protecting service users and service providers in health and social care settings.

They will acquire the ability to do the following:

- Make accurate inferences
- Research and analyse cases
- Developing presentation skills and delivery
- Justify key points which will enhance coursework writing skills
- Independently answer exam questions
- Evaluate key findings and provide opportunity to understand why Health and Social Care Settings Operate the way they do.
- Develop PEE paragraph skills for long mark questions
- Develop teamwork skills by presenting in group