

Year 10 Curriculum Overview Health & Social Care 2023-2024

Health & Social Care Y10	Term 1		Term 2		Term 3	
Unit Title	RO34	RO34	RO33/RO34	RO33	RO33/RO32	RO32
Approximate number of lessons	14	16	14	10	12	14
Curriculum content	<p>RO34 Creative & therapeutic activities</p> <p>1-3 TA</p> <p>Task 1 – Plan activity write up</p> <p>Task 2 – Deliver activity</p>	<p>RO34 Creative & therapeutic activities</p> <p>4 TA</p> <p>Task 2 – Deliver activity, inc DIRT</p> <p>Task 3 – Complete evaluation, inc DIRT</p> <p>Task 4 – Recommend a therapy, inc DIRT</p>	<p>RO33 Supporting individuals through life events</p> <p>RO34 Creative & therapeutic activities</p> <p>RO33 Task 1</p> <p>RO34 – Final completion</p> <p>(RO34 submission to OCR?)</p>	<p>RO33 Supporting individuals through life events</p> <p>RO33 Task 2a planning and write up</p> <p>RO33 Task 1 DIRT</p>	<p>RO33 Supporting individuals through life events</p> <p>RO32 Principles of Care Exam</p> <p>RO33 Task 2a & b, inc DIRT</p> <p>RO32 TA1</p> <p>(RO34 submission to OCR?)</p>	<p>RO32 Principles of Care Exam</p> <p>RO32 TA1-3</p>
Links to prior learning	<p>GCSE subjects:</p> <ul style="list-style-type: none"> - PE - Art/DT <p>Own personal experiences</p> <p>General knowledge</p>	<p>GCSE subjects:</p> <ul style="list-style-type: none"> - PE - Art/DT <p>Own personal experiences</p> <p>General knowledge</p>	<p>GCSE subjects:</p> <ul style="list-style-type: none"> - Biology/Sciences - SKL <p>Own personal experiences</p> <p>General knowledge</p>	<p>GCSE subjects:</p> <ul style="list-style-type: none"> - Biology/Sciences - SKL <p>Own personal experiences</p> <p>General knowledge</p>	<p>Knowledge gained in HSC</p> <p>Own experiences</p>	<p>GCSE subjects:</p> <ul style="list-style-type: none"> - Art - DT <p>Own personal experiences & general knowledge from TV/family</p>
Cultural Capital opportunities	Talk to/visit/assist with family members of all ages; TV	Read and bring in newspaper articles/watch clips & programmes.	Read and bring in newspaper articles; discuss life events with	Read and bring in newspaper articles; discuss life events with family members & friends	Research 6 Cs used by medical professionals; reflect on own & family experiences in	Research communication methods utilised in different

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	documentaries & dramas	View HSC offerings in local area & research creative activities.	family members & friends		health care environments	environments to meet a range of needs.
Assessment focus	RO34 Tasks 1-2	RO34 Tasks 2-4	RO33 Task 1 RO34 final completion	RO33 Task 1 DIRT RO33 Task 2a	RO33 Task 2a & 2b DIRT	RO32 End of year test
Link to knowledge organiser	R034 TA1 knowledge organiser R034 TA2 knowledge organiser	R034 TA2 knowledge organiser R034 TA3 knowledge organiser R034 TA4 knowledge organiser	R033 TA1 knowledge organiser R033 TA2 knowledge organiser	R033 TA2 knowledge organiser R033 TA3 knowledge organiser	R033 TA1 knowledge organiser R033 TA2 knowledge organiser R033 TA3 knowledge organiser	R032 TA1 knowledge organiser R032 TA2 knowledge organiser R032 TA3 knowledge organiser

Unit R034: Creative and therapeutic activities

Topic Area 1: Therapies and their benefits				
Teaching content	Breadth and depth	Taught t ✓	Understood d 😊 😐 😞	Revised d ✓
1.1 Types of therapies used in health and social care				
<ul style="list-style-type: none"> □ Types of therapies <ul style="list-style-type: none"> ▪ Sensory ▪ Cognitive ▪ Expressive ▪ Physical □ Benefits <ul style="list-style-type: none"> ▪ Physical ▪ Intellectual ▪ Emotional ▪ Social 	<p>To include:</p> <ul style="list-style-type: none"> • Examples of the different types of therapies. • The benefits of therapies to individuals in different settings. <p>Examples of types of therapies may include:</p> <ul style="list-style-type: none"> • Sensory: aromatherapy, reflexology, massage. • Cognitive: hypnotherapy, speech and language, mind-body healing by using the power of positive thinking, reminiscence therapy. • Expressive: art therapy, play therapy, express thoughts and emotions. • Physical: yoga, Tai Chi, reiki. <p>Examples of the benefits may include:</p> <ul style="list-style-type: none"> • Physical: improves movement, appetite and sleep, lowers blood pressure, reduces pain. • Intellectual: mental stimulus, improves creativity, helps concentration, memory recall, improves communication skills. • Emotional: improves self-esteem and confidence; reduced stress, anxiety, panic attacks, depression and grief; increases self-awareness; sense of wellbeing. • Social: helps connect with others, improves cooperation, understanding rules and moral behaviours. 			

Unit R034: Creative and therapeutic activities

Topic Area 2: Creative activities and their benefits				
Teaching content	Breadth and depth	Taught ✓	Understood 😊 😐 😞	Revised ✓
2.1 Types of creative activities and their benefits				
<ul style="list-style-type: none"> ☐ Types of creative activities <ul style="list-style-type: none"> • Physical • Intellectual/cognitive • Emotional • Social • Sensory • Imaginative ☐ Benefits of creative activities <ul style="list-style-type: none"> • Physical benefits • Intellectual benefits • Emotional benefits • Social/moral benefits 	<p>To include:</p> <ul style="list-style-type: none"> • Examples of the different types of creative activities. • The benefits of participating in creative activities to individuals in different health and social care settings. <p>Examples of types of creative activities may include:</p> <ul style="list-style-type: none"> • Physical activities: painting, dancing, drawing, sewing, knitting, embroidery, crochet, arm chair exercise, sports, physical education, walking, music and movement, bead and jewellery making. • Intellectual/cognitive activities: ICT, reading, quizzes, radio, poetry, writing, Pictionary, Jigsaw puzzles, reminiscence. • Emotional activities: storytelling, painting, craft work, photography, mime. • Social activities: singing, quizzes, dancing, role play, bingo, card games, board games. • Sensory activities: gardening, painting, clay, sand and water, cookery. • Imaginative activities: drama, crafts, reading, painting, making a scrapbook or collage making, junk modelling. <p>Examples of benefits of creative activities may include:</p> <ul style="list-style-type: none"> • Physical benefits: hand eye coordination, balance, improved breathing, gross and fine motor skills, improved strength, dexterity, circulation, improved fitness, improved sleep and appetite, reduced tension, stress and anxiety, improved relaxation, pain management. • Intellectual benefits: maintain and improve memory, concentration, improve communication, problem solving, mental stimulation, learn new skills. • Emotional benefits: improved self-esteem and self concept, motivation, sense of achievement, develop new interests, improved confidence, express emotions, and feel valued, empower. 			

	<ul style="list-style-type: none"> • Social/moral benefits: make friends and develop new relationships, engagement, and interaction with others reduces boredom, learn new rules, prepare children for starting school, learn right and wrong, follow and learning rules, modelling appropriate behaviour. 			
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Unit R034: Creative and therapeutic activities

Topic Area 3: Plan a creative activity for individuals or groups in a health or social care setting		<i>Taught</i> ✓	<i>Understood</i> 😊 😐 😞	<i>Revised</i> ✓
Teaching content	Breadth and depth			
3.1 Factors that affect the selection of a creative activity				
<input type="checkbox"/> Individual abilities: <ul style="list-style-type: none"> • Physical • Intellectual • Emotional • Social <input type="checkbox"/> Gender <input type="checkbox"/> Benefit of the activity to the individual	Examples of individual abilities may include: Learning difficulties, sensory impairment, behavioural conditions, physical impairment/disabilities, memory loss/dementia, medical conditions, individual's religious/cultural beliefs.			
3.2 How to plan a creative activity to meet individual abilities				
<input type="checkbox"/> Aims of the creative activity <ul style="list-style-type: none"> • The purpose specific to an individual or group <input type="checkbox"/> Timescales <input type="checkbox"/> Resources needed <input type="checkbox"/> Safety <input type="checkbox"/> Communication <ul style="list-style-type: none"> • Appropriateness to individuals <input type="checkbox"/> Methodology to be used <ul style="list-style-type: none"> • Demonstration • Group work • Individual contribution <input type="checkbox"/> Feedback methods	Examples of the purpose specific to an individual or group may include: improve fine motor skills, developmental opportunity. Examples of timescales may include: time needed for setting up and clearing away, completion time, time of day. Examples of resources needed may include: materials/equipment, specialist resources (large print resources, easy grip tools, left/right handed scissors, talking books, non-slip mats, coloured overlays), awareness of cost of resources, the setting/space, availability of helpers if needed. Examples of safety may include: minimising risks, protective equipment (appropriate clothing, gloves in case of allergies, oven gloves if cooking hot food, aprons), safety of equipment, contingency plans for emergencies. Examples of feedback methods may include: asking questions, questionnaires/witness testimony.			

Unit R034: Creative and therapeutic activities

Topic Area 4: Deliver a creative activity and evaluate your own performance		<i>Taught</i> ✓	<i>Understood</i> 😊 😐 😞	<i>Revised</i> ✓
Teaching content	Breadth and depth			
4.1 Skills/personal qualities required to encourage participation				
<input type="checkbox"/> Skills/personal qualities required to encourage participation	Examples of skills may include: effective communication, supporting inclusion, being responsive. Examples of personal qualities may include: cheerfulness, patience, caring, respect.			
4.2 Deliver a creative activity with a group or individual		<i>Taught</i> ✓	<i>Understood</i> 😊 😐 😞	<i>Revised</i> ✓
<input type="checkbox"/> Introduce the activity <ul style="list-style-type: none"> • Aims(s) • Content • Settle the individuals so that they are prepared to carry out the activity <input type="checkbox"/> Supervise the activity <ul style="list-style-type: none"> • Encourage participation • Intervene when necessary • Provide support • Maintain safety • Keep to timescales • Replenish resources/materials <input type="checkbox"/> Collect feedback from participants	Examples of feedback methods could include: asking questions, questionnaires/witness testimony.			
4.3 Evaluation				
<input type="checkbox"/> How to evaluate your own performance <ul style="list-style-type: none"> • Use feedback • Self-reflect • Review strengths and weaknesses of <ul style="list-style-type: none"> ○ Your planning ○ Your communication skills ○ How you encouraged participation of the individual/group • Suggest improvements <ul style="list-style-type: none"> ○ What you would do differently and why 				

Unit R033: Supporting individuals through life events

Topic Area 1: Life stages		Taught ✓	Understood 😊 😐 😞	Revised ✓
Teaching content	Breadth and depth			
1.1 Life stages and development				
<ul style="list-style-type: none"> ☐ Life stages and key milestones of growth and development for age groups <ul style="list-style-type: none"> ♣ 4-10 years (childhood) ♣ 11-18 years (adolescence) ♣ 19-45 years (young adulthood) ♣ 46-65 years (middle adulthood) ♣ 65+ years (older adulthood) ☐ PIES development across the life stages <ul style="list-style-type: none"> ♣ Physical – fine and gross motor skills, mobility, characteristic body changes, sexual characteristics, puberty, menopause, ageing characteristics ♣ Intellectual – language development, sentence construction, logical thinking, problem solving, decision making, deterioration of mental abilities ♣ Emotional – bonding, different attachments, independence, self-confidence, self-image, self-esteem, love, affection ♣ Social – relationships, social skills, responsibilities ☐ Factors affecting growth and development across the life stages <ul style="list-style-type: none"> ♣ Physical factors ♣ Social factors ♣ Emotional factors ♣ Economic factors ♣ Cultural factors ♣ Environmental factors ☐ How the growth and development of an individual is affected by <ul style="list-style-type: none"> ♣ Physical factors ♣ Social factors ♣ Emotional factors ♣ Economic factors ♣ Cultural factors ♣ Environmental factors 	<p>Examples of factors may include:</p> <ul style="list-style-type: none"> • Physical factors – diet and nutrition, activities, lifestyle choices (alcohol, smoking), genetics, physical and mental health, disability, sensory impairment. • Social factors – positive and negative relationships, social inclusion/exclusion, opportunities, discrimination, bullying. • Emotional factors – anxiety, fear, sadness/happiness, grief, attachment, family security. • Economic factors – family income, employment, debts, bills, wealth, education, private/public health providers (services). • Cultural factors – community, religion, race, gender identity, sexual orientation. • Environmental factors – housing needs and conditions, pollution (air, noise, light), neighbourhood, home environment (neglect, conflict), access to services. 			

Unit R033: Supporting individuals through life events

Topic Area 2: Impacts of life events		Taught ✓	Understood ☺ ☹ ☹	Revised ✓
Teaching content	Breadth and depth			
2.1 Life events and their impacts on individuals				
<ul style="list-style-type: none"> ☐ Expected and unexpected life events <ul style="list-style-type: none"> • Physical events • Relationship changes • Life circumstances ☐ Impacts that life events have on individuals <ul style="list-style-type: none"> • Physical • Intellectual • Emotional • Social • Financial ☐ Identifying individual's needs based on the impacts of life events 	<p>Examples of physical events may include: accident/ injury, ill health, genetic disorders, puberty, menopause.</p> <p>Examples of relationship changes may include: starting/ending relationships, divorce/separation, parenthood, bereavement.</p> <p>Examples of life circumstances may include: school starting/changing/exclusion, redundancy, imprisonment, retirement, bankruptcy.</p> <p>Examples of impacts of life events on individuals may include:</p> <ul style="list-style-type: none"> • Physical: illness/tiredness, pain, weight loss/gain, mobility, appearance. • Intellectual: adapting to change, learning new skills, learning impairment. • Emotional: mental health, grief, anxiety, stress, depression, self-esteem/self-image. • Social: lifestyle choices, personal relationships with friends and family. • Financial: change in income, increased costs, change in wealth. <p>Examples of identifying individual's needs based on the impacts of life events may include:</p> <ul style="list-style-type: none"> • weight gain – dietary advice and support. • stress/anxiety – coping mechanisms, someone to talk to, mental health support. • loss of income – financial advice and support. • learning impairment – specialist support, independent living, equipment. 			

Unit R033: Supporting individuals through life events

Topic Area 3: Sources of support		Taught ✓	Understood 😊 😐 😞	Revised ✓
Teaching content	Breadth and depth			
3.1 Sources of support that meet individual needs				
<ul style="list-style-type: none"> <input type="checkbox"/> Sources of support <ul style="list-style-type: none"> • formal • informal • charities <input type="checkbox"/> The roles of practitioners in providing support <input type="checkbox"/> The roles of informal care givers in providing support <input type="checkbox"/> How practitioners meet individual needs <ul style="list-style-type: none"> • enable/promote independence • medical/mental health support • care support • respite care • financial support • advice and guidance <input type="checkbox"/> Research and recommend personalised support based on individual needs <ul style="list-style-type: none"> • Match support provision to specific individual needs • Offer coordinated care and treatment • Justify choices made • Apply person-centred values 	<p>Examples of sources of support may include:</p> <ul style="list-style-type: none"> • Formal: hospitals, health centres, care homes, day centres, children’s services, hospices, respite care, rehabilitation centres (addiction or injury). • Informal: family/friends, religion/culture. • Charities: Relate, Gingerbread, Cruse, Age UK, Mind, specialist charities. <p>Examples of practitioners may include: GP, nurse, midwife, specialist doctor, physiotherapist, dietician, social worker, counsellor, occupational therapist, health care worker, physiotherapist, charity workers.</p> <p>Examples of matching support provision to individual needs may include: whether the provision is statutory or private, location, availability, costs.</p>			

Unit R032: Principles of care in health and social care settings

Topic Area 1: The rights of service users in health and social care settings		Taught ✓	Understood 😊 😐 😞	Revised ✓
Teaching content	Breadth and depth			
1.1 Types of care settings				
<input type="checkbox"/> Health care <ul style="list-style-type: none"> • Dental practice • GP surgery • Health centre • Hospital • Nursing home • Opticians • Pharmacy • Walk-in centre <input type="checkbox"/> Social care <ul style="list-style-type: none"> • Community centre • Day centre • Foodbank • Homeless shelter • Residential home • Retirement home • Social services department • Support group 	To include: <ul style="list-style-type: none"> • Know examples of each type of setting. 			
1.2 The rights of service users				
The right to: <ul style="list-style-type: none"> <input type="checkbox"/> Choice <input type="checkbox"/> Confidentiality <input type="checkbox"/> Consultation <input type="checkbox"/> Equal and fair treatment <input type="checkbox"/> Protection from abuse and harm 	To include: <ul style="list-style-type: none"> • That service users are entitled to have these rights • met in health and social care settings. • Examples of how service users' rights are met. 			
1.3 The benefits to service users' health and wellbeing when their rights are maintained				
<input type="checkbox"/> Empowerment <ul style="list-style-type: none"> • Encourages independence and being self-reliant • Feeling in control of their lives <ul style="list-style-type: none"> ○ Gives service users choice, control and independence <input type="checkbox"/> High self-esteem <ul style="list-style-type: none"> • Feeling valued • Feeling respected • Positive mental health <input type="checkbox"/> Service users' needs are met <ul style="list-style-type: none"> • Appropriate care or treatment such as mobility aids provided, or dietary requirements met • Results in good/improving physical or mental health <input type="checkbox"/> Trust <ul style="list-style-type: none"> • Reassured that service providers will not harm them • Confident that service providers have service users best interests in mind • Confident in the care they receive 	To include: <ul style="list-style-type: none"> • Examples of how maintaining rights will benefit service users' health and wellbeing. • Linking benefits to rights in health and social care settings. 			

Unit R032: Principles of care in health and social care settings

Topic Area 2: Person-centred values		<i>Taught</i> ✓	<i>Understood</i> 😊 😐 😞	<i>Revised</i> ✓
Teaching content	Breadth and depth			
2.1 Person-centred values and how they are applied by service providers				
<input type="checkbox"/> Person-centred values <ul style="list-style-type: none"> • Individuality • Choice • Rights • Independence • Privacy • Dignity • Respect • Partnership • Encouraging decision making of service user <input type="checkbox"/> Qualities of a service practitioner, the 6Cs <ul style="list-style-type: none"> • Care • Compassion • Competence • Communication • Courage • Commitment 	<p>To include:</p> <ul style="list-style-type: none"> • Know the meaning of person-centred values. • Examples of how the person-centred values can be applied in health and social care settings by service providers. <p>To include:</p> <ul style="list-style-type: none"> • Know the meaning of the 6Cs. • Examples of how service practitioners use the 6Cs to inform and deliver person-centred values. 			
2.2 Benefits of applying the person-centred values				
<p>Benefits for service providers of applying person-centred values</p> <input type="checkbox"/> Provides clear guidelines of the standards of care that should be given <input type="checkbox"/> Improves job satisfaction <input type="checkbox"/> Maintains or improves quality of life <input type="checkbox"/> Supports rights to choice and consultation <input type="checkbox"/> Supports service practitioners to develop their skills <input type="checkbox"/> Enables the sharing of good practice	<p>To include:</p> <ul style="list-style-type: none"> • Examples of how applying the person-centred values will benefit service providers. • Linking benefits of applying person-centred values in health and social care settings. <p>To include:</p> <ul style="list-style-type: none"> • Examples of how applying the person-centred values will benefit service users. • Linking benefits of applying person-centred values in health and social care settings. 			
<p>Benefits for service users of having the person-centred values applied</p> <input type="checkbox"/> Ensures standardisation of care being given <input type="checkbox"/> Improves the quality of care being given to the service user <input type="checkbox"/> Maintains or improves quality of life for the service user <input type="checkbox"/> Supports service users to develop their strengths				

2.3 Effects on service users' health and wellbeing if person-centred values are not applied	Taught ✓	Understood 😊 😐 😞	Revised ✓	
<ul style="list-style-type: none"> ☐ Physical effects <ul style="list-style-type: none"> • Pain if medication or treatment is not given • Illness may get worse • Malnutrition/illness due to lack of food for special dietary needs • Dehydration due to lack of regular fluids • Injury ☐ Intellectual effects <ul style="list-style-type: none"> • Lack of progress or skills development • Failure to achieve potential • Loss of concentration • Lack of mental stimulation ☐ Emotional effects <ul style="list-style-type: none"> • Depression • Feeling upset • Low self-esteem/feeling inadequate • Anger/frustration • Stress ☐ Social effects <ul style="list-style-type: none"> • Feeling excluded • Feeling lonely • Lack of social interaction/poor social skills • Become withdrawn 	<p>To include:</p> <ul style="list-style-type: none"> • Applying examples in all health and social care settings. • Analysing the effects and making connections between the PIES. 			

Unit R032: Principles of care in health and social care settings

Topic Area 3: Effective communication in health and social care settings		<i>Taught</i> ✓	<i>Understood</i> 😊 😐 😞	<i>Revised</i> ✓
Teaching content	Breadth and depth			
3.1 The importance of verbal communication skills in health and social care settings				
<ul style="list-style-type: none"> <input type="checkbox"/> Adapting type/method of communicating to meet the needs of the service user or the situation <input type="checkbox"/> Clarity <input type="checkbox"/> Empathy <input type="checkbox"/> Patience <input type="checkbox"/> Using appropriate vocabulary <input type="checkbox"/> Tone <input type="checkbox"/> Volume <input type="checkbox"/> Pace <input type="checkbox"/> Willingness to contribute to team working 	<p>To include:</p> <ul style="list-style-type: none"> • An understanding of the verbal communication skills linked with how and when they could be used with service users in health and social care settings. • Benefits of using them 			
3.2 The importance of non-verbal communication skills in health and social care settings				
<ul style="list-style-type: none"> <input type="checkbox"/> Adapting type/method of communicating to meet the needs of the service user or the situation <input type="checkbox"/> Eye contact <input type="checkbox"/> Facial expressions <input type="checkbox"/> Gestures <input type="checkbox"/> Positioning <ul style="list-style-type: none"> • Space • Height • Personal space <input type="checkbox"/> Positive body language, no crossed arms/legs <input type="checkbox"/> Sense of humour 	<p>To include:</p> <ul style="list-style-type: none"> • An understanding of the non-verbal communication skills linked with how and when they could be used with service users in health and social care settings. • Benefits of using them. 			
3.3 The importance of active listening in health and social care settings				
<ul style="list-style-type: none"> <input type="checkbox"/> Active listening skills <ul style="list-style-type: none"> • Open, relaxed posture • Eye contact, looking interested • Nodding agreement • Show empathy, reflecting feelings • Clarifying • Summarising to show understanding of key points 	<p>To include:</p> <ul style="list-style-type: none"> • An understanding of the active listening skills linked with how and when they could be used with service users in care settings. • Benefits of using them. 			

3.4 The importance of special methods of communication in health and social care settings	<i>Taught</i> ✓	<i>Understood</i> 😊 😐 😞	<i>Revised</i> ✓
<ul style="list-style-type: none"> <input type="checkbox"/> Advocate <input type="checkbox"/> Braille <input type="checkbox"/> British Sign Language <input type="checkbox"/> Interpreters <input type="checkbox"/> Makaton <input type="checkbox"/> Voice activated software 	<p>To include:</p> <ul style="list-style-type: none"> • An understanding of each special method of communication linked with how and when they could be used with service users in health and social care settings. • Benefits of using them 		
3.5 The importance of effective communication in health and social care settings			
<ul style="list-style-type: none"> <input type="checkbox"/> Supports the person-centred values and individual's rights <ul style="list-style-type: none"> • Empowerment • Reassurance • Feeling valued • Feeling respected • Trust <input type="checkbox"/> Helps to meet service users' needs <input type="checkbox"/> Protects the rights of service users <input type="checkbox"/> The impact of good communication skills <ul style="list-style-type: none"> • Well informed service users • Actively listening to service users' needs, concerns, and opinions enables them to feel valued and respected • Using appropriate vocabulary/no jargon aids understanding so service users feel reassured <input type="checkbox"/> The impact of poor communication skills <ul style="list-style-type: none"> • Misunderstanding if information not clearly explained • Errors or danger to health due to inaccurate record keeping • Distress/upset if service user feels patronised • If speech is too fast the listener will not have time to take it all in 			