

Year 11 Curriculum Overview Health & Social Care 2023-2024

Health & Social Care Y11	Term 1		Term 2		Term 3	
Unit Title	RO34	RO34/32	RO32	RO32	RO32	RO32
Approximate number of lessons	14	16	14	10	12	14
Curriculum content	<p>RO34 Plan a creative activity</p> <p>Task 1 – Plan activity write up, inc DIRT</p> <p>Task 2 – Deliver activity</p>	<p>RO34 Plan a creative activity RO32 Principles of Care Exam</p> <p>RO34 Task 2/3 – Complete evaluation, inc DIRT</p> <p>RO34 Task 4 – Recommend a therapy, inc DIRT</p> <p>RO32 Recap 1-2 TA</p>	<p>RO32 Principles of Care Exam</p> <p>3.1 – 3.5 TA 4.1 – 4.4 TA</p>	<p>RO32 Principles of Care Exam</p> <p>Exam preparation</p>	<p>RO32 Principles of Care Exam</p> <p>Exam preparation</p>	<p>RO32 Principles of Care Exam</p> <p>Exam w/c 3 June 2024</p>
Links to prior learning	<p>GCSE subjects:</p> <ul style="list-style-type: none"> - PE - Art/DT <p>Additional general knowledge of health & safety, safeguarding, first aid, legislation</p>	<p>GCSE subjects:</p> <ul style="list-style-type: none"> - PE - Art/DT - ICT - SKL <p>Additional general knowledge of health & safety, safeguarding, first aid, legislation</p>	<p>GCSE subjects:</p> <ul style="list-style-type: none"> - ICT - SKL - DT cooking <p>Additional general knowledge of health & safety, safeguarding, first aid, legislation</p>	Knowledge gained in Year 10 HSC, as well as previous terms.	Knowledge gained in Year 10 HSC, as well as previous terms.	Knowledge gained in Year 10 HSC, as well as previous terms.

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<p>Cultural Capital opportunities</p>	<p>Talk to/visit/assist with family members of all ages; TV documentaries & dramas</p>	<p>Read and bring in newspaper articles/watch clips on equality and diversity issues & be prepared to discuss</p>	<p>Research Find two case studies (from newspaper, TV or social media) of health & safety issues in HSC settings</p>	<p>Research PIES needs of an individual of your choice, including how these are met (considering values of care)</p>	<p>Research how security and safety is maintained in a care setting</p>	<p>Research 3 types of communication and give examples of when these are appropriate; apply to a HSC setting</p>
<p>Assessment focus</p>	<p>R034 Tasks 1-2</p>	<p>R034 Tasks 2-4</p>	<p>R032 Spring 1 assessment</p>	<p>R032 Spring 2 assessment</p>	<p>R032 Summer 1 assessment</p>	<p>R032 Final exam</p>
<p>Link to knowledge organiser</p>	<p>R034 TA1 knowledge organiser R034 TA2 knowledge organiser</p>	<p>R034 TA2 knowledge organiser R034 TA3 knowledge organiser R034 TA4 knowledge organiser</p>	<p>R032 TA1 knowledge organiser R032 TA2 knowledge organiser R032 TA3 knowledge organiser R032 TA4 knowledge organiser</p>			

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 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				
<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	To include: <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				
<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	To include: <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				
<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 	To include: <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 			

4.2 Infection prevention	Taught ✓	Understood ☺ ☹ ☹	Revised ✓	
<ul style="list-style-type: none"> ☐ General cleanliness <ul style="list-style-type: none"> • Use anti-bacterial sprays on surfaces • Clean toys and play equipment regularly • Mop floors and vacuum carpets daily • Clean and disinfect toilets frequently • Correct disposal of hazardous waste in health and care settings ☐ Personal hygiene measures <ul style="list-style-type: none"> • Hair tied back/covered • Open wounds covered • No jewellery • No nail polish • Correct hand washing routine • Regular showering and hair washing • Regular brushing of teeth • Appropriate use and disposal of tissues/ antiseptic wipes/sanitiser ☐ PPE (personal protective equipment) <ul style="list-style-type: none"> • Disposable aprons • Disposable gloves • Rubber gloves • Face masks • Hairnets or hygiene hats • Overalls • Overshoes • Surgical garments/scrubs 	<p>To include:</p> <ul style="list-style-type: none"> • Reasons for carrying out infection prevention in different types of care settings. • How they protect the health and wellbeing of service providers and service users in different types of health and social care settings. 			
4.3 Safety procedures and measures				
<ul style="list-style-type: none"> ☐ Safety procedures for reducing risk/danger and promoting good practice <ul style="list-style-type: none"> • First aid policy • Risk assessments • Staff training programmes for <ul style="list-style-type: none"> ○ Equipment use ○ Moving and handling techniques ○ First aid • Emergency procedures <ul style="list-style-type: none"> ○ Fire drill ○ Evacuation • Equipment considerations <ul style="list-style-type: none"> ○ Fit for purpose ○ Safety checked 	<p>To include:</p> <ul style="list-style-type: none"> • The importance of the procedures and measures. • How they protect service providers and service users in different types of health and social care settings. • Know the difference between a 'procedure' and a 'measure' <ul style="list-style-type: none"> ○ A procedure is set process that is followed such as a fire drill or carrying out risk assessments. ○ A measure is a particular action such as putting up a wet floor sign. <p>Does not include:</p> <ul style="list-style-type: none"> • Full details of how to carry out a risk assessment. 			

<ul style="list-style-type: none"> ○ Reporting system for damage ○ Risk assessed □ Safety measures <ul style="list-style-type: none"> ● Displaying a fire safety notice ● Using warning signs <ul style="list-style-type: none"> ○ A 'wet floor' sign ○ 'No entry' sign 	<ul style="list-style-type: none"> ● First aid practice. 			
4.4 How security measures protect service users and staff				
<p>Security measures</p> <ul style="list-style-type: none"> □ Identifying staff <ul style="list-style-type: none"> ● ID lanyards ● Staff uniform □ Monitoring of keys <ul style="list-style-type: none"> ● Limits number of people with access to keys ● List of keyholders – know who has the keys □ Receiving and monitoring visitors <ul style="list-style-type: none"> ● Staff on duty at entrance monitors access ● Signing in and out book for visitors, know who is there and who has left ● Issuing visitor badges □ Reporting of concerns to line managers <ul style="list-style-type: none"> ● Appropriate action can be taken by senior staff □ External doors, restricting access <ul style="list-style-type: none"> ● Electronic swipe card entry system ● Buzzer entry system ● Security pad with pin code □ Window locks and restraints <ul style="list-style-type: none"> ● Keeps vulnerable service users safe – prevents falling out of open window or strangers entering 	<p>To include:</p> <ul style="list-style-type: none"> ● Reasons for security measures in different types of health and social care settings. ● How they protect the health and wellbeing of service users and service providers in different types of health and social care settings. 			