

**Year 10 Health and Social Care Cambridge Nationals**

**Subject Intent:** The aim of the Social Science faculty is to give students the opportunity to prepare for different career choices especially those that have an understanding of helping people. We do this through the courses we study and learning how to apply knowledge and skills to real life. We want to help students develop into confident adults who will be ready to take on the challenges of life in today's ever-changing society.

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Big Idea/Theme  <b>R033 Life Stages Mandatory Coursework</b>  60 marks	<b>R033</b> 1.1 Life stages and development	<b>R033</b> 2.1 Life events and their impacts on individuals	<b>R033</b> 3.1 Sources of support to meet individual needs	<b>R033</b> Working on OCR-set assignment Task 2b  <b>All coursework submitted to exam board - May</b>	<b>R035</b> 1.1/1.2 (to start ready for year 11 Health Promotion)	
Big Idea/Theme  <b>R032 Mandatory Exam</b>  <b>Principles of Care in HSC settings</b>  40% course <ul style="list-style-type: none"> <li>• Rights</li> <li>• Person-centred values</li> <li>• Effective communication</li> <li>• Protecting Service Users</li> </ul> 70 marks					<b>R032</b> 1.1 Types of care settings 1.2 The rights of service users 1.3 The benefits to service users' health and wellbeing when their rights are maintained	<b>R032</b> 2.1 Person-centred values and how they are applied by service providers 2.2 Benefits of applying the person-centred values 2.3 Effects on service users' health and wellbeing if person-centred values are not applied

Knowledge that needs to stick	<p>What are PIES?          What are milestones? What are norms of development?          What are the life stages?</p> <p>Factors that can impact development (Physical, Emotional, Social, Cultural, Economic, Environmental)          What is a life event?</p>	<p>What is statutory and informal support?</p> <p>What are person-centred values?</p>	<p>Negative impacts if needs not met – e.g. Lack of self-esteem, lack of trust, neglect, etc.</p>	<p>Importance of verbal and non-verbal skills</p>	<p>Importance of effective communication</p> <p>Positive and negative effects of communication</p>
Demonstration of Knowledge (Assessment)	<p>Exam or meeting of coursework criteria – PMD at L1 or L2          Class discussion, targeted questioning, response to verbal feedback, development and improvement of coursework          Exam practice, practice papers, walking talking mocks</p>				
Links to key stage 3/ prior knowledge needed	<p>Life skills, ICT and KS3 Science</p>				
Skill set development	<p>Learning key terminology and glossary terms          Research skills - Interviewing individuals, developing questionnaires, use of primary and secondary sources.          Developing answers          Evaluating          Timing – to answer questions or completing coursework          Communication skills – interviewing individuals</p>				
Key Vocabulary (Tier 2/ Tier 3)	<p>Choice, Confidentiality, Consultation, Protection (harm and abuse), Equal and fair (treatment), Physical Intellectual, Emotional, Social, Financial, Formal, Informal support, Life circumstances, Relationship Changes, Self-esteem, Vulnerable, Depression, Empowerment</p>				
Reading and Oracy	<p>Class discussions, reading and understanding key terms          Accessing and reading articles related to topics &amp; HSC issues</p>				
Numeracy	<p>Primary and secondary research -numbers affected. Chronological knowledge of life stages</p>				

Opportunities				
Careers	NHS, Social care sector and Early Years settings E.G. Art Therapists, Drama therapists, Music therapists, Dietitians, Occupational therapists, Operating Department Practitioners, Orthoptists, Osteopaths, Paramedics, Physiotherapists, Prosthetists and Orthotists, Radiographers, Speech and language therapists			
SMSC including British Values, Culture and Diversity	Understanding the consequences of actions Exploring, understanding and respecting diversity	Understanding human feelings and emotions Investigating moral values and ethical issues Participating, cooperating and resolving personal conflicts Understanding and appreciating personal influences	Developing and expressing personal views and values	
Relationship and Sex Education and Health Education	Puberty and sexual characteristics Emotional development Relationships		Health and wellbeing	

Key Documents:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/908013/Relationships Education Relationships and Sex Education RSE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf) / <https://www.thecdi.net/write/CDI-Framework-Jan2020-web.pdf>

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<p>Big Idea/Theme</p> <p><b>R032</b></p> <p><b>Mandatory Exam</b></p> <p><b>Principles of Care in HSC settings</b></p> <p><b>40% course</b></p> <ul style="list-style-type: none"> <li>• Rights</li> <li>• Person-centred values</li> <li>• Effective communication</li> <li>• Protecting Service Users</li> </ul> <p>70 marks</p>	<p><b>R032</b></p> <p>3.1 The importance of verbal communication skills in HSC settings</p> <p>3.2 The importance of non-verbal skills in HSC settings</p> <p>3.3 The importance of active listening in HSC settings</p>	<p><b>R032</b></p> <p>3.4 The importance of special methods in HSC settings</p> <p>3.5 The importance of effective communication in health and social care settings</p>	<p><b>R032</b></p> <p>4.1 safeguarding, 4.2 infection prevention</p>	<p><b>R032</b></p> <p>4.3 safety procedures and measures</p> <p>4.4 how security measures protect service users and staff</p>	<p><b>R032</b></p> <p>Exam revision</p>	<p><b>R032</b></p> <p>Revision and preparation for Examination. Terminal rule Final Entry</p>

<b>R035</b>  <b>Health Promotion Campaigns</b> <ul style="list-style-type: none"> <li>• Current public health issues</li> <li>• Factors influencing health</li> <li>• Campaign</li> </ul>	<b>R035</b> 1.2, 1.3 Current public health issues and the impact on society  OCR-set assignment material released in June	<b>R035</b> 2.1, 2.2, 2.3 Factors influencing health	<b>R035</b> 3.1 Plan and create a health promotion campaign	<b>R035</b> 4.1, 4.2 Deliver and evaluate a health promotion campaign		
Knowledge that needs to stick	Communication skills – what is active listening? What is verbal and non-verbal communication?  Understanding health campaigns and the impact of them. What are public health issues?		What is Safeguarding? What is Infection control? What is a campaign? What is reflective practice? What is a safety procedure? What is a safety measure?			
Demonstration of Knowledge (Assessment)	Exam or meeting of coursework criteria – PMD at L1 or L2 Class discussion, targeted questioning, response to verbal feedback, development and improvement of coursework Exam practice, practice papers, walking talking mocks					
Links to key stage 3/ prior knowledge needed	Life skills, ICT and KS3 Science					
Skill set development	Learning key terminology and glossary terms Research skills Developing answers Evaluating Timing – to answer questions or completing coursework Communication skills Reflective practice Presentation skills					

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Numeracy	Primary and secondary research -numbers affected. Chronological knowledge of life stages			
<b>Opportunities</b>				
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Relationship and Sex Education and Health Education	Relationships, Healthy living, STIs, Safeguarding, Mental health issues, Meeting needs, Infection control Safety and security, Emotional Development, Lifestyle choices			