



### Health and Social Care Curriculum Map

**Curriculum Vision:** The curriculum at St Cuthbert's provides ambitious educational opportunities for all members of our community. The curriculum equips our students with the knowledge, skills and personal characteristics they need to flourish as literate, articulate, global citizens, who fulfil our Catholic Mission to bring about the Common Good.

**The Specialisms at St Cuthbert's offer an enriching experience where individual passions are discovered and nurtured within a culture of excellence.**

**OCR Nationals Health and Social Care Vision Statement:** To provide the support and encouragement in order to provide learners with the essential knowledge, transferable skills and tools to improve their learning in all subjects, not just Health and Social Care. This in turn will enhance their employability when they leave education (particularly within health, social care and early years sectors), contributing to both their personal growth and future economic well-being.

All the learning takes place within a nurturing environment where all learners are valued and success in all its forms is celebrated. This fosters a shared drive towards success, with the expectation of achievement and being the best that we can be being shared by both students and staff.



This is anything which relates to Careers Education, Information, Advice and Guidance (CEIAG). All curriculum documentation should signpost how the curriculum links to future aspirational careers in that area and work-related skills such as:

These prepare students for future successes in their next steps.



Enrichment opportunities are those which enrich a student's academic, personal and social development. They should be primarily delivered within timetabled lessons, although they may also be delivered outside of these times. They include opportunities for students to develop their knowledge, understanding and experience of:

- Cultural capital



- Careers
- British Values
- PHSE
- Co-curricular opportunities (lunch time and after school)

Any opportunities for students to further their learning or experiences outside of normal school hours are referred to as “co-curricular opportunities.”



Cultural Capital opportunities are those which develop knowledge about and experiences of a wide range of culture. A broad and rich curriculum will provide opportunities for students to be exposed to "the best that has been thought and said." This will contribute to student's academic, personal and social development.

### Preparing for life in modern Britain



These are opportunities which prepare students for life in modern Britain and equips them to be responsible, respectful, active citizens who contribute positively to society and bring about the Common Good. It develops students understanding of fundamental British Values:

- democracy
- the rule of law
- individual liberty
- mutual respect for and tolerance

### Skills for Life



Skills for life help students to develop their character, including their resilience, confidence and independence, helping them to know how to be physically and mentally healthy. These lessons include PHSE, RSE, British Values, Citizenship, Careers Education and SMSC. These are delivered as part of our Personal Development curriculum but should also be signposted in all curriculum documentation.

### Catholic Mission



The Catholic Mission is to make Jesus Christ known in all that we say and do by carrying out and continuing his work on Earth to bring about the Common Good by:

- sharing the Word of God
- helping those in need
- living as examples to all

### Literate and Articulate



These are any opportunities which allow students to access the full curriculum and be prepared for their future by developing the ability to read, write, speak and communicate effectively.

The Cambridge Nationals course requires the completion of 4 units of study; an examined unit (RO21) and a piece of coursework (RO22) which are statutory units, students then complete 2 other pieces of coursework from a selection of optional units chosen by the subject leader for Health and Social Care.

The examined unit is delivered alongside the coursework elements as each assignment has a synoptic element; there are overlaps in content which allows the required knowledge and skills to be presented and reinforced using different assessment methods and different teaching and learning styles. The statutory coursework (RO22) is entered for early assessment (January of Year 11) to allow for re-submission if necessary, as well facilitating effective internal assessment and moderation rather than submitting all 3 coursework assignments at the same time

		AUTUMN	SPRING	SUMMER
Year 10	Theme	<b>RO21: LO1 Clients Rights</b> 	<b>RO21: LO4 how personal hygiene, safety and security measures protect individuals</b> 	<b>RO21: LO1 and LO4 Securing Knowledge</b> 
	Knowledge / skills	<b>RO21/ LO1 Knowledge</b> <b>The five rights of clients</b> <ul style="list-style-type: none"> <li>The 5 ways to support client's rights; choice, confidentiality, protection from harm and abuse, equal and fair treatment, consultation.</li> <li>How to support client's rights; use effective communication, challenge discriminatory practice, provide access to complaints</li> </ul>	<b>RO21: LO4 Knowledge</b> <ul style="list-style-type: none"> <li>Knowledge of personal hygiene methods including; hair tied back or covered, regular brushing of teeth, appropriate protective clothing, open wounds covered, regular showering and hair washing, appropriate use and disposal of tissues and antiseptic wipes, no jewellery, no nail polish</li> </ul>	<b>Knowledge</b> <ul style="list-style-type: none"> <li>Students will have secure knowledge of the different elements of LO1 and LO4 as detailed in the Autumn and Spring knowledge section and knowledge of the different types of exam questions that could be asked on these topics</li> </ul> <b>Skills</b>



		AUTUMN	SPRING	SUMMER
		<p>procedure, provide up to date information, provide advocacy</p> <ul style="list-style-type: none"> <li>• Why it is important to support clients rights; to empower, so they feel safe, to build trust, builds self-confidence, builds self-esteem, ensures access to services</li> </ul> <p><b>RO21/LO1skills:</b></p> <ul style="list-style-type: none"> <li>• Ability to apply knowledge to exam questions relating to different health, social care and early year's settings.</li> <li>• Skills of decoding and successfully answering exam questions relating to LO1.</li> <li>• Develop an understanding of health and social care services and how service users should be treated</li> </ul>	<p>and correct hand washing routines.</p> <ul style="list-style-type: none"> <li>• Safety procedures including risk assessments, manual handling training, fire evacuation procedures and equipment checking.</li> <li>• Security measures covering locks on external doors, staff lanyards, CCTV on external doors, manned reception, monitoring keys, window locks</li> </ul> <p><b>RO21/ skills</b></p> <ul style="list-style-type: none"> <li>• Ability to apply knowledge to different health, social care and early year's settings.</li> <li>• Skills of decoding and successfully answering exam questions relating to LO4.</li> <li>• Develop an understanding of health and social care services and how service users are kept safe</li> </ul>	<ul style="list-style-type: none"> <li>• Be able to successfully decode exam questions.</li> <li>• Develop confidence in attempting longer answer questions in so also developing literacy skills.</li> <li>• Building of resilience when faced with challenges in order to remove barriers to learning</li> </ul>
<b>Rationale</b>	<p><b>Links to previous learning:</b> This acts as introduction to the course and is easily accessible as the students have no prior learning of the subject, however it does link to common life</p>	<p><b>Links to previous learning:</b> This is another accessible unit (as the students have no prior learning of health and social care as a discrete subject) for the early stages of the course as students</p>	<p><b>Links to previous learning:</b> The summer term's learning embeds the topics required in LO1 &amp; LO4 so covers all learning so far in the course.</p>	



		AUTUMN	SPRING	SUMMER
		<p>experiences of young people which can be used as a basis from which students develop their learning.</p> <p><b>Links to future learning:</b> The theme of client's rights runs throughout the rest of the course and this unit acts as a platform for progression as it allows students to become more aware of the emotional and social aspects of providing or receiving care</p> <p><b>Why:</b> Students need a foundation of knowledge of the key concepts and terminology that run all the way through the course on which to build their understanding.</p>	<p>can use personal experiences and consider how the school environment approaches personal hygiene, safety procedures and security which can be used as a basis from which they develop their learning.</p> <p><b>Links to future learning:</b> The topics are also revisited when learning about care values and health and safety legislation; therefore learning creates a foundation for progression when students build on this learning in the Autumn and Spring term topics of Year 11</p> <p><b>Why:</b> Students can develop personal skills and knowledge that can be applied in the wider world including the workplace. Develops a clear understanding of the importance of personal hygiene and safety.</p>	<p><b>Links to future learning:</b> Both LO1 and LO4 will be regularly revisited through 'do now' activities and summative assessments</p> <p><b>Why:</b> Before moving on to another LO/ topic it is important that students master the knowledge that has been covered so far and have the confidence to apply knowledge in exam questions. This helps to firmly embed the knowledge which builds confidence and resilience to challenging exam questions. This also facilitates diagnostic assessment of students' understanding so far and therefore the curriculum can be adapted in response to gaps in learning on both an individual and class level).</p>

		AUTUMN	SPRING	SUMMER
Year 10	Theme RO22 Coursework element	<p><b>LO1 Understand How to Communicate Effectively</b></p>	<p><b>RO22/ Coursework element</b></p> <p><b>LO1 Understand How to Communicate Effectively</b></p> <p><b>LO2 Understand the personal qualities that contribute to effective care</b></p>	<p><b>RO22 Coursework element</b></p> <p><b>LO3: Be able to communicate effectively within a health, social care and early years setting.</b></p>
	Knowledge / skills	<p><b>RO22/LO1 Knowledge</b></p> <ul style="list-style-type: none"> <li>The different types of communication – verbal, non-verbal, written and specialist</li> </ul> <p><b>RO22/LO1 skills</b></p> <ul style="list-style-type: none"> <li>Apply knowledge of types of communication to health, social care and early years' service providers/ service users.</li> <li>Produce a well detailed piece of coursework that clearly applies learning to different health and social care settings.</li> </ul>	<p><b>RO22/LO1 Knowledge</b></p> <ul style="list-style-type: none"> <li>Barriers to communication including how to overcome the barriers and positive factors that can affect communication.</li> <li>LO2 the personal qualities that contribute to effective care including; patience, understanding, empathy, respect, willingness, sense of humour, cheerfulness</li> </ul> <p><b>RO22/LO1 and LO2 skills</b></p> <ul style="list-style-type: none"> <li>Apply knowledge of barriers to communication and positive factors that can affect</li> </ul>	<p><b>RO22 LO3 Knowledge</b></p> <ul style="list-style-type: none"> <li>Shows the ability to apply theory to practice.</li> <li>Sound examples are given of the types of behaviour that fail to value people</li> </ul> <p><b>RO22 LO3 Skills</b></p> <ul style="list-style-type: none"> <li>Able to demonstrate confident and competent communication skills requiring little support, relating positively to the people who use the service, effectively maintaining a conversation with them.</li> <li>Methods of communication used are mostly appropriate to the</li> </ul>



		AUTUMN	SPRING	SUMMER
			<p>communication to health, social care and early years' service providers/ service users.</p> <ul style="list-style-type: none"> <li>• Appreciate how personal qualities can affect the standard of care received and indeed how personal qualities can aid interaction and relationships in general.</li> <li>• Produce a well detailed piece of coursework that clearly applies learning to different hsc settings</li> </ul>	<p>individual circumstances, and people who use the service mainly feel comfortable.</p> <ul style="list-style-type: none"> <li>• Clear consideration shown of the use of body language and how it can contribute to effective communication.</li> <li>• Clear consideration is shown of the importance of adapting language in order to meet the needs of people who use the service</li> </ul>
<b>Rationale</b>	<p><b>Links to previous learning:</b> Different types of communication acts as introduction to the unit and is easily accessible as the students have no prior learning of the subject, however it does link to common experiences which can be used as a basis from which to develop their learning. The Drama curriculum at KS3 includes concepts such as the different elements of both verbal and non-verbal communication such as the use of body language, posture and facial expressions</p>	<p><b>Links to previous learning:</b> Links to personal experiences of communication and experiences of health, social or early years care provision. Application of knowledge to the three sectors is developed from the Autumn term's learning</p> <p><b>Links to future learning:</b> The practical assessment in the Summer term requires students to evidence their learning. They also have to create a plan for the interaction which refers to all</p>	<p><b>Links to previous learning:</b> The practical assessment involves applying knowledge of LO1 and LO2 from the autumn and spring term</p> <p><b>Links to future learning:</b> The completion of RO22 enables students to be familiar with the expectations and assessment requirements of the coursework unit. Communication skills are a key part of the practical assessment for both RO23 and RO31. The coursework elements also include a synoptic task</p>	





		AUTUMN	SPRING	SUMMER
		<p><b>Links to future learning:</b> It encourages students to consider and improve their own communication skills which is beneficial both within the lesson, in other lessons and indeed throughout all area of their life both currently and in the future. The practice of giving sector specific examples is a requirement of every element of the unit and therefore will be developed in the Spring term</p> <p><b>Why</b> This is the first learning objective of the statutory coursework element, the concepts involved are familiar in terms of personal experience and therefore provide a good basis on which to build more vocationally specific learning</p>	<p>elements of the learning in the autumn and spring term.</p> <p><b>Why</b> Students are encouraged to consider their own experiences of both positive and negative interactions and reflect on how the interaction could have been improved, which encourages their personal development in particular their communication skills. This reflection is then the basis on which to build the skills needed for the practical assessment</p>	<p>where students link learning to other units in the course from the Autumn and Spring Term. The knowledge learned and skills developed can be transferred to future vocational training particularly occupations in health, social care and early years sectors.</p> <p><b>Why</b> The practical assessment involves applying knowledge of LO1 and LO2 so needs to be done at the end of the teaching of the unit as a whole, to enable students to consolidate, apply and evidence their knowledge</p>
Year 10	Theme			<p><b>Coursework element:RO31 Basic First Aid</b></p>



		AUTUMN	SPRING	SUMMER
	Knowledge / skills			<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• LO1: understand how to assess scenes of accidents to identify risks and continuing dangers using DR AB</li> <li>• LO2: Understand the first aid procedures for a range of injuries</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Be able to assess scenes of accidents in given scenarios to identify risks and continuing dangers</li> <li>• Be able to apply basic first aid procedures</li> <li>• Produce a well detailed piece of coursework that clearly applies learning and demonstrate the necessary first aid skills</li> </ul>
	Rationale			<p><b>Links to previous learning.</b> Part of the practical assessment involves an assessment of communication skills</p>

		AUTUMN	SPRING	SUMMER
				<p>developed through the completion of RO22 in the previous 2 terms</p> <p><b>Links to future learning.</b> Asthma is revisited as a respiratory disorder as part of the learning in RO23 body systems in the Autumn term of Year 10</p> <p><b>Why</b> This is a much smaller unit, focusing largely on practical first aid skills. Students have to evidence effective communication skills which also was an assessment objective in the communication unit completed at the end of Spring Term. This prior learning helps to build personal skills such as communication and important basic first aid skills which are embedded this term.</p>
Year 11 (Year 2)	Theme	<p><b>RO21: Care values &amp; Early Years Care Values</b></p>	<p><b>RO21: Legislation and how it can impact on HSC settings</b></p>	<p><b>RO21 Revision and preparation for the exam</b></p>


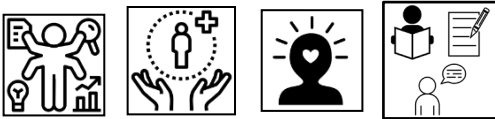


		AUTUMN	SPRING	SUMMER
	<b>Knowledge / skills</b>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• LO2 Knowledge of the 3 care values and how they can be applied in a range of different care settings</li> <li>• the effects on service users if the care values are not applied</li> <li>• Knowledge of the early years care values and how they can be applied in a range of different early years care settings</li> <li>• the effects on service users if the care values are not applied</li> </ul> <p><b>Skills</b> Able to apply knowledge to a range of different exam questions</p>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• Which groups are protected by legislation; children and young people, vulnerable adults, ethnic minority groups, people with disabilities, men and women ,older adults</li> <li>• Knowledge of the key aspects of legislation; Equality Act 2010, Children Act 2004, Data Protection Act 2018, Health and Safety at Work Act 1974 and Mental Health Act 2007</li> <li>• how legislation supports an individual's rights and provides guidance for those who work in the sectors</li> <li>• How key legislation impacts on people who use services, care practitioners and service providers</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Able to apply knowledge to a range of different HSC settings and range of different exam questions</li> </ul>	<p><b>Knowledge</b> Revision and exam preparation. Consolidation of knowledge through a range of revision exercises and exam practice. Develop deeper understanding of the rubric of exam questions, exam technique, timings.</p> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Be able to successfully answer exam questions, in particular extended answer questions</li> </ul>



		AUTUMN	SPRING	SUMMER
	<b>Rationale</b>	<p><b>Links to previous learning.</b> Elements of the care values links to clients and the importance of supporting them which students learn in the Autumn term of year 10. Personal experiences also form the basis of much discussion and facilitate learning of issues including equal and fair treatment, individual rights and beliefs and confidentiality</p> <p><b>Links to Future learning</b> The care values form the basis of learning which is applied, embedded and developed through learning about legislation in the Spring term</p> <p><b>Why</b> The care values can be confused with client's rights so I have separated the topics to clarify the different elements of both. Autumn Year 2 of the course when the students understanding of HSC is stronger. Here they are able to build on prior learning from Yr 10. Students are more mature and so able to apply the knowledge to their own experiences, often involves discussions</p>	<p><b>Links to previous learning</b> Legislation links to knowledge of client's rights from Autumn in Year 10, personal hygiene and safety from spring in Year 10 and care values from Autumn in Year 10. It allows prior learning to be applied to specific legislation. Learners are encouraged to apply the same skills from Autumn Yr. 11 to their knowledge and own experiences in discussions around issues such as race, religion, gender and sexuality as well as mental health.</p> <p><b>Links to Future learning</b> Knowledge of legislation will be learning that students can take into adulthood including into the workplace. This learning prepares students for the question on legislation which appears on every exam.</p> <p><b>Why</b> This is quite a content heavy LO and involves a lot of information about different pieces of legislation. Students require a clear understanding of the different care sectors in order to apply the legislation to a care setting.</p>	<p><b>Links to previous learning</b> Revision will cover all the learning objectives of RO21 covered throughout the course</p> <p><b>Links to future learning</b> As a vocational course the knowledge learned and skills developed can be transferred to future vocational training particularly occupations in health, social care and early years sectors</p> <p><b>Why</b> Exam preparation when all learning objectives have been covered in order to secure the best possible outcome in the written exam</p>



		AUTUMN	SPRING	SUMMER
		around diversity issues such as race, religion, gender and sexuality.	The topics all include discussion of sensitive issues especially mental health so requires a higher level of maturity from the students.	
Year 11 (Year 2)	Theme	<b>RO23 Coursework: Understanding Body Systems and Disorders</b> 	<b>RO23 Understanding Body Systems and Disorders</b> 	
	Knowledge / skills	<b>LO1 How Body Systems Work</b> <b>LO2 Understand Disorders that affect body systems</b>  <b>Knowledge</b> <ul style="list-style-type: none"> <li>• The structure and function of the cardiovascular system</li> <li>• Disorders, symptoms and diagnosis affecting the cardiovascular system</li> <li>• The structure and function of the respiratory system</li> <li>• Disorders, symptoms and diagnosis affecting the respiratory system</li> </ul>	<b>LO3 Be able to interpret data obtained from measuring body rates with reference to the functioning of healthy body systems</b>  <b>Knowledge</b> <ul style="list-style-type: none"> <li>• Have knowledge of ways of measuring function in the cardiovascular system, respiratory system and digestive system</li> <li>• How to measure pulse rate before and after activity.</li> </ul>	



		AUTUMN	SPRING	SUMMER
		<ul style="list-style-type: none"> <li>The structure and function of the digestive system</li> <li>Disorders, symptoms and diagnosis affecting the digestive system</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>The production of detailed coursework</li> <li>develop the skills of research methods and independent learning.</li> <li>Produce a well detailed piece of coursework that clearly applies learning to different body systems</li> </ul>	<ul style="list-style-type: none"> <li>How to compare results against normal/maximum pulse rates for age</li> <li>How to measure peak flow rates and compare results against normal values for age, height and weight</li> <li>How to calculate BMI and compare the results against healthy weights for height.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Complete practical assessments showing that they are able to carry out basic measurements of health.</li> <li>Show confidence and competence when carrying out body measurements</li> <li>Evidence of effective communication skills</li> <li>Students to consolidate, apply and evidence their knowledge of how to measure boy rates</li> </ul>	
	<b>Rationale</b>	<p><b>Links to previous learning.</b> This unit has been selected to build on/consolidate learning done in Biology</p>	<p><b>Links to previous learning.</b></p>	



		AUTUMN	SPRING	SUMMER
		<p>and Skills for Life. Learning from the first aid unit is also revisited in terms of the symptoms and treatment of asthma</p> <p><b>Links to Future Learning</b> The diagnosis of disorders is revisited in the learning of body measurements in the spring term. The knowledge learned and skills developed can be transferred to future vocational training particularly occupations in health, social care and early years sectors</p> <p><b>Why</b> The unit enables personal development by considering how lifestyle choices, genetics and other factors can impact on our health and wellbeing. This unit consolidates learning of body systems completed in Biology at Key Stage 3 and alongside content at KS4.</p>	<p>Learning of body measurements builds on the learning of disorders in the autumn term.</p> <p><b>Links to Future Learning</b> Students will gain appreciation of their own health and the health of others in the group which may lead them to consider factors that may be affecting their health and wellbeing either now or in the future The knowledge learned and skills developed can be transferred to future vocational training particularly occupations in health, social care and early years sectors</p> <p><b>Why</b> This is a more practical based activity which applied the learning completed in the Autumn Term.</p>	





### A breakdown St Cuthbert's RC High School Curriculum intent

Rooted in **the teachings of Jesus Christ and His Church**, the curriculum at St. Cuthbert's provides **ambitious educational opportunities** for all members of our community. The curriculum equips our students with the **knowledge, skills and personal characteristics** to flourish as **global citizens** who bring about the **Common Good**. Our **holistic curriculum** enables us to be the best that we can be.

#### **"the teachings of Jesus Christ and His Church"**

- **Gospel Values:** Faithfulness & Integrity, Dignity & Compassion, Humility & Gentleness, Truth & Justice, Forgiveness & Mercy, Purity & Holiness, Tolerance & Peace, Service & Sacrifice
- **St. Cuthbert Values:** Love, Respect, Compassion, Service and Stewardship.

Everything that is taught should be in line with the teachings of the Catholic Church. **How might this affect your subject?**

#### **"the teachings of Jesus Christ and His Church"**

- "Gospel values should constitute **the targets and outcomes of the educational enterprise in every Catholic school.**"
- "Gospel values need to **be explicitly named**, their **meaning unpacked** and **students helped to understand how they relate to their lives both at school, at home and in society.**"
- "This enterprise is **not in addition to the quest for high academic standards and vocational excellence but integral to it.**"



## Christ at the Centre, Why the Church Provides Catholic School, Mgr. Marcus Stock, 2012

### “ambitious educational opportunities”

- Ebacc for “all”.
- Teaching “the best of what has been thought and said” to all students.
- Opportunities to develop cultural capital.

### “knowledge, skills and personal characteristics”

- **Knowledge:** what students know and can remember.
- **Skills:** how students apply what they know to different context in different ways.
- **Personal characteristics:** the characteristics which enable students to enjoy success at St. Cuthbert’s and beyond.

### “global citizens”

- Students who are aware of and understand the wider world - and their place in it.
- Students who take an active role in their community, and work with others to make our planet more equal, fair and sustainable.

### “bring about the Common Good”

- For the benefits and interests of all, not just oneself.
- Social conditions which allow people to reach their fulfilment more fully and easily.

### “holistic curriculum”

- A curriculum which goes beyond the academic and educates the whole person.
- A curriculum which allows students to find their identity, meaning, and purpose in life through connections to the community, to the natural world, and to humanitarian values such as compassion and peace.

