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| Year 11 | **Subject: Health & Social Care**  **Topic: Component 2**  **Period:** Autumn 1, |
| **Overview of topic:**  This half term students study and explore practically, health and social care services and how they meet the  needs of real service users. They also develop skills in applying care values. | |
| **Key** **knowledge:**  **Component 2**  **B - Demonstrate care values and review own practice.**  **B1 Care values**  Students will explore and practise applying the different care values that are key to the delivery of effective health and social care services.  **B2 Reviewing own application of care values**  Students will reflect on own application of care values, including using teacher or service-user feedback.  **Key vocabulary:**   |  |  | | --- | --- | | **Tier 2** | **Tier 3** | | Infancy  Early childhood  Adolescence  Early adulthood  Middle adulthood  Later adulthood  Genetic inheritance  Diet  lifestyle choices  Illness/disease  Appearance | Educational experience  Culture  Role model  Influenced  Social isolation  Informal relationship  Formal relationship | | **Key skills:**  Students will develop transferable skills, such as written communication skills, research skills and specific note taking skills to support the completion of the set assignment  ***Know how to…***  Complete the Set Assignments within a set period of time using  ● case studies  ● notes made during any face-to-face teaching  ● notes made during primary research  ● relevant websites.  Including  **B1 Care values**  Learners will explore and practise applying the different care values that are key to the delivery of effective health and social care services.  • Care values:  o empowering and promoting independence by involving individuals, where possible, in making choices, e.g. about treatments they receive or about how care is delivered  o respect for the individual by respecting service users’ needs, beliefs and identity  o maintaining confidentiality (when dealing with records, avoiding sharing information inappropriately, e.g. gossip)  o preserving the dignity of individuals to help them maintain privacy and self-respect  o effective communication that displays empathy and warmth  o safeguarding and duty of care, e.g. maintaining a healthy and safe environment, keeping individuals safe from physical harm  o promoting anti-discriminatory practice by being aware of types of unfair  discrimination and avoiding discriminatory behaviour.  **B2 Reviewing own application of care values**  Learners will reflect on own application of care values, including using teacher or service-user feedback.  • Key aspects of a review:  o identifying own strengths and areas for improvement against the care values  o receiving feedback from teacher or service user about own performance  o responding to feedback and identifying ways to improve own performance. |
| **Co-curricular opportunities: *(ASPIRE Day, Careers, clubs, competitions etc)***  Careers days | **Key reading skills taught *(clarify, question, summarise, predict)* and key texts:**  Skimming  Scanning  Reading for gist  Highlighting  Reading aloud  **Wider Reading Opportunities/Links:**  Health and Social Care Act |
| **How can I use this information at home?**   * Conversation starters with your children to discuss their learning * Support your child in carrying out independent research around the topic * Visit your local library (or BorrowBox), museums, or other locations to explore the topic * Promote books/other texts that explore this topic (see reading section) * Help your child to learn the key vocabulary | |