

TERM 10	Taught curriculum	Key skills demonstrated as a result of the content	Suggested activities to help achieve our intent (including extra-curricular opportunities)	summative assessment type
(Year 10)				
RO32 Principles of care in HSC	<p>Introduction to the course</p> <p>Identification of rights of individuals receiving care</p> <ul style="list-style-type: none"> ● Choice ● Confidentiality ● Consultation ● Equal and fair treatment ● Protection from abuse and harm 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● define both health care and social care. ● differentiate between health care and social care settings. ● identify the 5 rights. <p>Students will be able to:</p> <ul style="list-style-type: none"> ● provide examples of choice for different care settings. ● identify reasons for food choices. ● know the importance of maintaining confidentiality. ● know when it is appropriate to breach confidentiality. <p>students will be able to:</p> <ul style="list-style-type: none"> ● define consultation ● provide examples of consultation within both health care and social care settings. ● provide examples of equal and fair treatment within both health care and social care settings. <p>Students will be able to:</p> <ul style="list-style-type: none"> ● provide examples of protection from abuse and harm within both health care and social care settings. 	<p>Define both health care and social care</p> <p>Health, social care Venn diagram.</p> <p>Discussion: what rights do you think service users should have when accessing health and social care settings? Develop a mind map. Once completed, extract out the 5 rights:</p> <ul style="list-style-type: none"> ● Choice ● Confidentiality ● Consultation ● Equal and fair treatment ● Protection from abuse and harm <p>Using a Frayer board, students produce definitions / statements for each of the above specified rights along with characteristics of each word, synonyms and antonyms.</p>	<p>Blooket quizzes</p> <p>Spelling tests</p> <p>Exam question practice- peer assessed.</p> <p>Assessment, teacher marked</p> <p>Student voice questionnaires</p>

		<ul style="list-style-type: none"> explain <u>how</u> these examples protect from abuse and harm. 		
RO32 Principles of care in HSC	<p>Examples of how rights can be maintained.</p> <p>Benefits to service users when rights are maintained.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> identify the 6 benefits provided in the spec provide definitions / statements for each of the benefits make links between the benefits and rights in health and social care settings 	<p>Posters</p> <p>Guest Speaker</p> <p>Focus on choice – ask the students what choices they should have in the following settings:</p> <ul style="list-style-type: none"> GP surgery Residential home Hospital Day Centre <p>Discussion: what would you need to take into consideration when providing food for service users?</p> <p>Focus on confidentiality – Look at why this is important to service users and the care settings.</p> <p>Provide examples of how confidentiality can be maintained.</p> <p>Discuss when it is appropriate to breach confidentiality:</p> <ul style="list-style-type: none"> When a person intends to harm themselves. When a person intends to harm another person. If a person is at risk of harm from others If an individual intends to carry out a serious offence. <p>Develop an information sheet for student nurses on patient rights to choice and confidentiality.</p>	<p>Blooket quizzes</p> <p>Spelling tests</p> <p>Exam question practice- peer assessed.</p> <p>Assessment, teacher marked</p> <p>Student voice questionnaires</p>

			<p>Focus on consultation – definition. Consider what would happen within a consultation (refer to the definitions) – listening / clarifying / asking questions / providing options / providing treatment.</p> <p>Show the clip of patient – Doctor consultation. Students to identify the different aspects of consultation being shown.</p> <p>Roleplay consultation.</p> <p>https://www.youtube.com/watch?v=nlzkXz0AeQk</p> <p>Focus on terms equal and fair treatment – working in pairs ask the students to describe what this would mean in practice for the following people accessing a GP surgery:</p> <ul style="list-style-type: none">• A wheelchair user• A person who is deaf• A person who has a learning disability• A person who is visually impaired• A 14-year-old boy• An 85-year-old woman <p>Generate a class discussion. Hots eat.</p> <p>Case study to explore adaptations that can aid equal and fair treatment.</p> <p>Focus on protection from abuse and harm. Create two mind maps on the board:</p> <ul style="list-style-type: none">• How can care settings protect service users from abuse.• How can care settings protect service users from harm. <p>Generate class discussion – extract out key responses</p>	
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			<p>SCIE articles and documentaries about the benefits of protection from harm and abuse.</p> <p>https://www.youtube.com/watch?v=ja531GTbOSw</p>	
<p>RO32 Principles of care in HSC</p>	<p>Person centred values</p> <p>How person centred values can be applied by care settings</p> <p>Benefits of applying person centred values.</p> <p>Effects on service users wellbeing if person centred principles are not applied.</p>	<p>To define person centred values</p> <p>Range of examples of the application of PC approaches.</p> <p>PILES benefits of PC approaches.</p> <p>Potential negative effects when PC approaches are not applied.</p>	<p>SCIE videos docudrama- Patience and Emily</p> <p>https://www.scie.org.uk/personalisation/practice/residential-care-homes/promoting-independence</p> <p>https://www.scie.org.uk/dignity/care/privacy</p> <p>https://activesocialcare.com/handbook/work-in-a-person-centred-way/person-centred-values</p> <p>Links to the Care Certificate</p> <p>https://www.skillsforcare.org.uk/resources/documents/Developing-your-workforce/Care-Certificate/Care-Certificate-Standards/Standard-5.pdf</p> <p>Person Centred approaches article</p> <p>https://www.theguardian.com/healthcare-network/2012/dec/11/person-centred-approach-dementia-care</p> <p>Identify 9 person centred values in care. Marketplace activity each team makes a presentation on that value, how it can be applied and the benefits of applying it.</p> <p>https://www.theguardian.com/healthcare-network/2012/dec/11/person-centred-approach-dementia-care</p> <p>https://www.youtube.com/watch?v=3YdIV1DsK54</p> <p>https://www.youtube.com/watch?v=5TDfJYvebY</p> <p>https://www.youtube.com/watch?v=GC4oTFQfZMA</p> <p>https://www.coventrytelegraph.net/news/coventry-news/shamed-care-home-resident-not-15021948</p> <p>Exam question practice</p>	

<p>RO32 Principles of care</p>	<p>The 6C's- how a worker's personal attributes contribute to better care.</p> <p>Links between person centred values and the 6Cs.</p> <p>Effects on wellbeing when person centred values are not applied.</p> <p>The importance of verbal communication skills in health and social care settings</p> <p>The importance of non-verbal communication skills in health and social care settings</p> <p>The importance of active listening in health and social care settings</p> <p>The importance of special methods of communication in health and social care settings</p> <p>The importance of effective communication in health and social care settings</p>	<p>To be able to explain the impact of person centred values on care.</p> <p>Impacts of communication skills.</p>	<p>Provide the students with the 6Cs – i.e., the qualities of a service practitioner.</p> <p>https://www.youtube.com/watch?v=Ff5xnda51cY</p> <p>https://www.skillsforcare.org.uk/resources/documents/Developing-your-workforce/Care-Certificate/Care-Certificate-Standards/Standard-5.pdf</p> <p>Pictionary- draw each of the 6Cs.</p> <p>https://www.youtube.com/watch?v=7RAm9OsL1g4</p> <p>students with the following grid:</p> <p>Insert the person-centred values in the first column</p> <p>Insert the 6Cs into the first row</p> <table border="1" data-bbox="1122 943 1435 1257"> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>1</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td>3</td> <td></td> <td></td> <td></td> <td>9</td> </tr> <tr> <td></td> <td></td> <td>5</td> <td></td> <td></td> <td></td> </tr> <tr> <td>2</td> <td></td> <td></td> <td></td> <td></td> <td>10</td> </tr> <tr> <td></td> <td></td> <td></td> <td>7</td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td>8</td> <td></td> </tr> <tr> <td></td> <td>4</td> <td>6</td> <td></td> <td></td> <td></td> </tr> </table> <p>Working in pairs the students can select 10 boxes, they can then make links between the person-centred values and the 6Cs. You may want to direct the students to apply these examples to different health and social care settings</p>							1							3				9			5				2					10				7							8			4	6				<p>complete a mini assessment on TA2.</p> <p>peer assess another student's assessment using a mark scheme.</p> <p>carry out a Beat the Blues activity on their own assessment making necessary corrections / additions.</p> <p>Mini assessment TA3 and 4.</p> <p>Peer assess another student's assessment using a mark scheme.</p> <p>Carry out a Beat the Blues activity on your own assessment making necessary corrections and additions.</p>
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		<p>https://www.skillsforcare.org.uk/resources/documents/Developing-your-workforce/Care-topics/Core-Skills/Communication-skills-in-social-care.pdf</p> <p>https://www.youtube.com/watch?v=oTJs5LJ4YKU</p> <p>Mind map on what the students understand by verbal communication and another one on how communication needs to change when communicating with people who have different needs.</p> <p>Roleplays using active listening skills in these roles:</p> <ul style="list-style-type: none">● health / social care practitioner● service user● observer <p>different special methods and explain how each could be used within health and social care settings-</p> <ul style="list-style-type: none">● Advocate● Braille● British Sign Language● Interpreters● Makaton● Voice activated software <p>Practice HSC related questions in Makaton, Braille, BSL.</p> <p>https://www.nursingtimes.net/clinical-archive/assessment-skills/communication-skills-1-benefits-of-effective-communication-for-patients-20-11-2017/</p> <p>https://www.hipaajournal.com/effects-of-poor-communication-in-healthcare/</p> <p>Guest visit from school schools DSL.</p> <p>https://www.scie.org.uk/safeguarding/adults/introduction/what-i</p>	
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TER M 11 (Year 10)	Content to be achieved by the end of the term	Key skills demonstrated as a result of the content	Suggested activities to help achieve our intent (including extra-curricular opportunities)	Suggested evaluation and assessment methods (to include one formal summative assessment)
RO33 <i>Supporting individuals through life events</i>	<p>Life stages and key milestones of growth and development for age groups</p> <p>PIES development across the life stages</p> <p>Factors affecting growth and development across the life stages</p> <p>Work on OCR-set assignments</p> <p>Expected and unexpected life events and the impact on individuals</p>	<p>Identify life stages of an individual.</p> <p>Give generic examples of milestones at each life stage and begin to recognise everyone is different.</p> <p>Identify PIES, recognise similarities and differences in individuals across the same life stages.</p> <p>Explain factors that could affect an individual's growth and development.</p> <p>Students should be able to explain the impact of physical events on PIES with examples.</p> <p>Students should be able to explain the impact of Relationship changes on PIES with examples.</p> <p>Students should be able to explain the impact of physical events on PIES with examples.</p>	<p>Milestone timeline</p> <p>BBC Bitesize <i>Ignore stages 1 and 2 for this unit</i></p> <p><i>Case Study analysis of PIES aspects of development.</i></p> <p>https://www.nhs.uk/child-development/</p> <p>Images of the following are placed around the room or on a PowerPoint:</p> <ul style="list-style-type: none"> ● Well balanced meal V takeaway food. ● An individual watching TV V an individual exercising. ● A house in a city V a house in the county. ● A car or good transport system V no transport links. ● A male V a female (bear in mind this could be sensitive issue for some) ● A pile of money V a much smaller pile of money ● An individual coughing (chronic asthma) V an individual relaxing in the sunshine <p><i>Students explore how these factors might influence growth and development both positively and negatively.</i></p> <p>Students are introduced to the OCR-set assignment and begin to complete tasks from it.</p>	<p>Completion of OCR set task.</p>

		<p>Students are provided a case study of a child (or various case studies) which includes information related to PIES development and expected milestones.</p> <p>Students then research expected milestones for each area of PIES deciding whether their case study met that milestone or not. Reasons must be given for their answers. Information could be presented in a table format, information booklet, PowerPoint or poster.</p> <p>You could then encourage students to present their information to the class so individuals can collate it ready for their OCR-set assignment tasks.</p> <p>https://www.cdc.gov/ncbddd/actearly/milestones/index.html</p> <p>https://www.nhs.uk/conditions/baby/babys-development/height-weight-and-reviews/baby-reviews/</p> <p>Focus on physical life events- expected and unexpected.</p> <p>https://www.youtube.com/watch?v=iCdhzyTsPLQ</p> <p>Case study examples: individuals who have been in the media could be used including:-</p> <ul style="list-style-type: none">• <i>Jessy Nelson</i> – mental health issues and part of abuse when in Little Mix. 'Odd One Out' on BBC iPlayer is a good documentary• <i>Abbie Quinnen</i> – fire accident• <i>Tiger Woods</i> – back injuries and marriage ending• <i>Lady Gaga</i> - PTSD	
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			<ul style="list-style-type: none">• <i>Britney Spears</i> – child star; breakdown conservatorship• <i>Zara McDermott</i> – experience of ‘revenge porn’. BBC iPlayer has a good documentary named <i>Zara McDermott – Revenge Porn</i>.• <i>Gemma Collins</i> – rise to fame through TOWIE• <i>Michelle Heaton</i> – alcohol addiction• <i>Kate Middleton</i> – married into the Royal family• <i>Harvey Price</i> – in the spotlight with having mum Katie Price. Born with Septo-optic Dysplasia, autism and Prader-Willi syndrome and starting college. Good documentary on BBC iPlayer ‘Harvey and Me’• <i>Daisy Mae Demetre</i> – double amputee and fashion model• <i>Katie Piper</i> – acid attack <p>focus on relationship changes in this lesson – expected and unexpected.</p> <p>place life circumstances on different tables around the room – starting primary school, starting secondary school, college, university, starting a new job, retirement, imprisonment, redundancy, bankruptcy and so on. Students could then jot down how these experiences could affect an individual physically, intellectually, socially, emotionally and financially (both positive and negative).</p> <p>Students are introduced to the OCR-set assignment and begin to complete tasks from it.</p>	
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TER M 12 (Year 10)	Content to be achieved by the end of the term	Key skills demonstrated as a result of the content	Suggested activities to help achieve our intent (including extra-curricular opportunities)	Suggested evaluation and assessment methods (to include one formal summative assessment)
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RO33 <i>Supporting individuals through life events</i>	Sources of support The role of practitioners in providing support and how they meet individual needs Research and recommend personalised support based on individual needs Completing OCR set assignments	Students should be able to explain different sources of support giving examples of each. Students should be able to identify different practitioners and explain what individuals might benefit from their support and why. Students should be able to explain what support family, friends, culture and religion is given to an individual. Students should be able to explain what various sources of support they would suggest for a specific individual to ensure person centred care is upheld	Using the local area, look online at the local hospital / health centre / day care centre / surgeries and so on. invite different practitioners into the classroom to talk to the students. class could create a display of the different roles they have researched and the information they have found. ents are introduced to the OCR-set assignment and begin to complete tasks from it. discuss, in pairs, what support their family, friends, religion and culture gives them. ://www.scie.org.uk/search?sq=person+centred+care	Completion of OCR set task.
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TERM 13 (Year 11)	Content to be achieved by the end of the term	Key skills demonstrated as a result of the content	Suggested activities to help achieve our intent (including extra-curricular opportunities)	Suggested evaluation and assessment methods (to include one formal summative assessment)
RO32 <i>Principles of care in HSC</i>	Safeguarding	Meaning of safeguarding and how it is implemented in a variety of settings	Guest visit from school schools DSL. https://www.scie.org.uk/safeguarding/adults/introduction/what-is https://www.ssaspb.org.uk/Reporting-abuse/Who-may-need-safeguarding.aspx	Mini assessment TA3 and 4. Peer assess another student's assessment using a mark scheme.

		<p>https://www.highspeedtraining.co.uk/hub/what-is-a-designated-safeguarding-lead/</p> <p>https://www.gov.uk/dbs-check-applicant-criminal-record</p> <p>Produce a mini booklet on safeguarding – provide the students with success criteria which will detail what they must include within the mini booklet.</p> <p>Source material that provides information on the following:</p> <ul style="list-style-type: none"> • safeguarding procedures in care settings. • Safeguarding training. • Disclosure and Barring Service (DBS) checks. <p>https://www.youtube.com/watch?v=s1tAVpPCwHM</p> <p>https://www.youtube.com/watch?v=qQuoI_ZQuQ</p> <p>Provide an illustrative set of guidelines (could be in the form of a booklet or a display) for the staff who work in this specific care setting.</p> <p>Define the difference between a procedure and a measure.</p> <p>Marketplace activity on :</p> <ul style="list-style-type: none"> • First aid policy • Risk assessments • Staff training programs • Emergency procedures • Equipment considerations <p>https://www.youtube.com/watch?v=yH1lqi.lm2hs</p>	<p>Carry out a Beat the Blues activity on your own assessment making necessary corrections and additions.</p>
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	<p>Infection prevention</p> <p>Safety procedures and measures</p>	<ul style="list-style-type: none"> • Differentiate between the three aspects for infection prevention • Identify different reasons for carrying out infection prevention • Describe how these methods of infection prevention protect the health and wellbeing of both service providers and service users. 	<p>Guest speaker- infection control nurse.</p>	<p>Mini assessment TA3 and 4. Peer assess another student's assessment using a mark scheme.</p> <p>Carry out a Beat the Blues activity on your own assessment making necessary corrections and additions.</p>
	<p>How security measures protect service users and staff</p> <p>Protecting service users and service providers in health and social care settings</p>	<ul style="list-style-type: none"> • Know the difference between a procedure and a measure. • Describe how safety procedures protect service providers and service users. • Explain how each of the safety procedures protect both service providers and service users. • Describe how safety measures can protect both service providers and service users. • Identify different security measures. • Provide reasons for the use of different security measures. • Explain how security measures protect both service providers and service users. • Develop a summative chart on the security measures – to include both the reasons for, how they protect and identifying different care settings who would adopt the security measures 	<p>Identify some security measures that can be used within care settings.</p> <p>Provide the students with the list of security measures within the specification – In pairs Students are to state both the reasons for these measures and how they protect both service providers and service users:</p> <ul style="list-style-type: none"> • Identifying staff. • Monitoring of keys. • Receiving and monitoring visitors. • Reporting of concerns to line managers. • External doors, restricting access. • Window locks and restraints. 	<p>Mini assessment TA3 and 4. Peer assess another student's assessment using a mark scheme.</p> <p>Carry out a Beat the Blues activity on your own assessment making necessary corrections and additions.</p>

TERM 14 (Year 11)	Content to be achieved by the end of the term	Key skills demonstrated as a result of the content	Suggested activities to help achieve our intent (including extra-curricular opportunities)	Suggested evaluation and assessment methods (to include one formal summative assessment)
RO34 <i>Creative and Therapeutic activities</i>	Types of therapies used in health and social care Types of creative activities and their benefits	<p>Know about different therapies used in health and social care.</p> <p>Students will be able to identify and explain a range of therapies used in health and social care.</p> <p>Students will be able to explain some therapies and their benefits to service users in health and social care.</p> <p>Students will be able to identify and explain the benefits different therapies offer service users and why they are used.</p> <p>Students will be able to reflect on their own childhood play experiences.</p>	<ul style="list-style-type: none"> • Watch videos about different therapies. • Engage in whole group discussions with students about the benefits of the therapies they have seen. • explain the meaning of two different types of therapies. • give the students examples for each type. • Students could be encouraged to think of elderly relatives and the activities they engage in and why? • Extension/homework students could arrange to speak to a relative about the activities they enjoy and why? <p>Therapy Types Sensory Aromatherapy Massage reflexology Cognitive Hypnotherapy Speech and Language Reminiscence</p> <p>https://www.bing.com/videos/search?q=Creative+Art+and+Craft+Ideas&FORM=RESTAB</p> <p>What did they learn from a relative? What activities do they enjoy and why?</p> <ul style="list-style-type: none"> • Explain the meaning of two different types of therapies. • Students undertake secondary research on a chosen activity/therapy and produce their own booklet, display or 	<p>Students produce a booklet for new care assistants on how armchair exercise, bingo, crafts, gardening or other activities will benefit the service users who attend the day centre.</p> <p>Create a poster which shows the PIES benefits of taking part in activities in health and social care to become part of class display.</p> <p>Ongoing class assessment, quizzes and peer assessment</p> <p>Completion of OCR set task.</p>

			<p>presentation (access to computers needed).</p> <ul style="list-style-type: none">• collect and round up students' data and print them so that students can use them to help support their OCR-set assignment.• Independent secondary research of: Expressive Art therapy Yoga Massage Reiki <p>https://www.myjobsearch.com/careers/holistic-therapist/</p> <ul style="list-style-type: none">• Arrange visiting therapists of Music, Art, Drama or Play.• Arrange a visit to speak with an Activity Coordinator in a Health and Social Care setting.• Students could sit in on an activity session within a Health and Social Care setting.• Q and A with a guest speaker on the benefits of their therapies on the individuals they work with. <p>Reflecting on practice: provide the students with different activities for them to have a go for example, jigsaw puzzles, cards, quizzes, or bingo.</p> <p>students to produce a painting that captures their emotions/feelings.</p> <p>Provide playdough/clay where students could explore releasing emotions through these materials.</p> <p>Students reflect on how they felt when they were doing the activity, and how it might benefit somebody in a Health or Social Care setting.</p>	
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			<p>the activity promotes: independence, concentration, involvement, imagination, creativity.</p> <p>Independent research – secondary data search activities used in Health and Social Care and their benefits (link to PIES):</p> <ul style="list-style-type: none"> ● Gardening ● Interaction with animals ● Photography ● Sewing ● Singing ● Exercise ● Brain training games e.g., puzzles <p>Alternatively visit settings to observe activities taking place.</p> <p>Activity: Students in pairs attempt to make a sandwich, fold clothes or tie shoelaces or a tie with their preference hand in a sling. The other student provides verbal encouragement but does not do the activity for them. Students swap roles.</p> <ul style="list-style-type: none"> ● Students describe/explain how it felt doing that activity. ● Students given following key terms and definitions: empathy and empowerment. Ask them to share if they felt empowered during the activity? Did their partner show empathy? ● How could the activity be adapted? What support could be given? Any specific resources needed. 	

TERM 15 (Year 11)	Content to be achieved by the end of the term	Key skills demonstrated as a result of the content	Suggested activities to help achieve our intent (including extra-curricular opportunities)	Suggested evaluation and assessment methods (to include one formal summative assessment)
RO34 <i>Creative and Therapeutic activities</i>	<p>Factors that affect the selection of a creative activity</p> <p>How to Plan a creative activity</p> <p>Skills/personal qualities required to encourage participation</p> <p>Deliver a creative activity with a group or individual</p> <p>Evaluation</p> <p>TA1 – TA4</p> <p>Revision of RO32.</p>	<p>Gives consideration to a range of factors when selecting, planning and implementing a creative activity.</p> <p>Confidently delivers a creative activity.</p> <p>Is able to reflect on practice and evaluate the impact of activity.</p>	<p>Mindmap</p> <ul style="list-style-type: none"> • considerations that should be given to the factors below when planning activities: • Age • Development • Needs • Gender • Culture • Ratios • Health and safety • Barriers • Resources • Environment • Abilities <p>Attendance at lunchtime revision sessions.</p>	<p>Completion of OCR coursework tasks.</p> <p>Completion of RO32 exam</p>

TERM 16 (Year 12) Extended certificate	Content to be achieved by the end of the term	Key skills demonstrated as a result of the content	Suggested activities to help achieve our intent (including extra-curricular opportunities)	Suggested evaluation and assessment methods (to include one formal summative assessment)

<p>Unit 4 Anatomy and Physiology</p>	<p>Understand the cardiovascular system, malfunctions and their impact on individuals</p> <p>Understand the respiratory system, malfunctions and their impact on individuals</p> <p>Understand the digestive system, malfunctions and their impact on individuals</p> <p>Understand the musculoskeletal system, malfunctions and their impact on individuals</p> <p>Understand the control and regulatory systems, malfunctions and their impact on individuals</p>	<p>Students would be able to explain the structure and function of each body system</p> <p>Students would be able to identify the key malfunctions and treatments and management plans for each body system</p> <p>Students will be familiar with a range of command verbs that will be encountered in the examination</p> <p>Students will be able to respond skillfully to a range of different examination style questions.</p>	<p>Textbook reading</p> <p>Wider reading</p> <p>Body maps</p> <p>Web searches:</p> <p>http://www.theguardian.com/science/2013/jan/27/20-human-body-facts-science</p> <p>http://www.healthline.com/human-body-maps</p> <p>https://www.bupa.co.uk/health-information/Directory/T/the-cardiovascular-system</p> <p>http://www.bbc.co.uk/schools/gcsebitesize/pe/appliedanatomy/0_anatomy_circulatorysys_rev1.shtml</p> <p>http://www.nhs.uk/conditions/plasma-products/pages/definition.aspx</p> <p>http://biology.about.com/od/humananatomybiology/ss/heart_anatomy.htm</p> <p>https://www.youtube.com/watch?v=jlTdgrrpDCg</p> <p>http://www.bbc.co.uk/schools/gcsebitesize/science/21c/keeping_healthy/heartdiseaserev4.shtml</p> <p>http://www.innerbody.com/image/musc06.html</p> <p>https://www.blf.org.uk/Page/asthma</p> <p>http://www.cysticfibrosis.org.uk/about-cf/what-is-cystic-fibrosis</p> <p>http://www.cysticfibrosis.org.uk/about-cf/what-is-cystic-fibrosis</p> <p>http://corecharity.org.uk/patient-information/leaflets/</p> <p>https://www.youtube.com/watch?v=g6sLwgUHwTk</p> <p>http://www.arthritiscare.org.uk/AboutArthritis</p> <p>http://www.bbc.co.uk/schools/gcsebitesize/science/triple_aqa/homeostasis/removal_waste_water_control/revision/3/</p> <p>http://www.macularsociety.org/macular-conditions/</p> <p>Guest speakers discussing illnesses and management plans.</p>	<p>Mini assessments on each body system</p> <p>Homework pieces</p> <p>Quizzes and recall tests in class.</p>
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Diploma	Content to be achieved by the end of the term	Key skills demonstrated as a result of the content	Suggested activities to help achieve our intent (including extra-curricular opportunities)	Suggested evaluation and assessment methods (to include one formal summative assessment)
Teacher 1 <i>Unit 7</i> <i>Safeguarding</i>	<p>Understand types and signs of abuse</p> <p>Understand factors which may lead to abusive situations</p> <p>Understand legislation, regulatory requirements and guidance which govern the safeguarding of adults, young people and children</p> <p>Understand how to deal with suspected abuse and disclosures of abuse</p> <p>Understand working strategies and procedures for the safeguarding and protection of adults, young people and children</p> <p>Understand how workers within health, social care and child care environments can</p>	<p>Be able to explain types, signs and symptoms and who is most at risk of abuse.</p> <p>Be able to evaluate legislation that protects from harm and abuse.</p> <p>To be able to discuss factors that make abuse more likely both environmental and interpersonal.</p> <p>To be able to identify key individuals who might suspect abuse or receive a disclosure of abuse.</p> <p>To be able to justify a range of policies and procedures that can minimize the risk or abuse and the extent of harm.</p> <p>To develop confidence and resilience in ourselves.</p>	<p>Pre-reading activities</p> <p>Disciplinary language activities</p> <p>Guest speakers- DSL.</p> <p>Web searches and research:</p> <p>http://www.nspcc.org.uk/fighting-for-childhood/childrens-stories-about-abuse/</p> <p>http://www.scie.org.uk/publications/elearning/adultsafeguarding/resource/2_study_area_3_2.html</p> <p>Mencap – Information about a learning disability: https://www.mencap.org.uk/about-learningdisability/about-learning-disability</p> <p>Alzheimer’s Society – A dementia factsheet: http://www.alzheimers.org.uk/site/scripts/documents_info.php?documentID=106</p> <p>NHS Choices - Information about mental capacity: http://www.nhs.uk/Conditions/social-care-and-support-guide/Pages/mental-capacity.aspx</p> <p>Scope – Communication difficulties: http://www.scope.org.uk/support/professionals/learningtogether/impairment-conditions/communication-difficulties</p> <p>Sense – Sensory impairment: https://www.sense.org.uk/content/multi-sensory-impairment-and-down-syndrome</p> <p>Scope – Physical Impairments: http://www.scope.org.uk/support/professionals/learning-together/impairment-conditions/physical</p> <p>NSPCC – Information about looked after children: http://www.nspcc.org.uk/preventing-abuse/childprotection-system/children-in-care/</p>	<p>Mini assessments in class</p> <p>Peer / self and teacher marking</p> <p>Low stakes quizzes and homework tasks.</p> <p>January 2023 Examination</p>

	minimize the risk of abuse	To respond to a range of different exam style questions with confidence and accuracy.		
Teacher 2 and 3 <i>Unit 9 Learning disabilities</i>	Know the types and causes of learning disabilities Know the types and causes of learning disabilities Understand the difficulties that may be experienced by individuals with learning disabilities Be able to support individuals with learning disabilities to plan their care and support	To be able to definite the meaning of learning disabilities To be able to explain the different types, causes of learning disabilities	Guest speakers Textbook reading Wider reading- policies. Web searches and research: https://www.mencap.org.uk/about-learning-disability/about-learning-disability http://www.nhs.uk/Livewell/Childrenwithlearningdisability/Pages/Whatislearningdisability.aspx http://www.nhs.uk/Livewell/Childrenwithlearningdisability/Pages/Whatislearningdisability.aspx http://www.nhs.uk/conditions/rett-syndrome/Pages/Introduction.aspx https://www.youtube.com/watch?v=0TTQXJwbZI0 https://www.youtube.com/watch?v=-Y9yWbuR1kU	Ongoing assessment of coursework pieces. Students fill in tracker sheets taking responsibility for their own progress.
TERM 17 (year 12) Extended Certificate	Content to be achieved by the end of the term	Key skills demonstrated as a result of the content	Suggested activities to help achieve our intent (including extra-curricular opportunities)	Suggested evaluation and assessment methods (to include one formal summative assessment)
<i>Unit 4 Anatomy and Physiology</i>	Understand the sensory systems, malfunctions and their impact on individuals	To know the key structure and functions of the eyes and ears and the common malfunctions and treatment of these body systems.	Guest speakers- health visitors and midwives. Reading and activities using core textbook and reading of academic literature. Trips and visits- nurseries.	Ongoing assessment of coursework pieces

<p>Unit 13 Sexual Health</p>	<p>Understand sexual health and contraception</p> <p>Understand the importance of prenatal health and the process of conception</p> <p>Know the factors which could affect health in pregnancy and the success of the birth</p>	<p>To evaluate issues relating to sexual consent</p> <p>To define sexual health</p> <p>To be able to assess a range of methods of contraception</p> <p>To be able to explain the process of conception and the factors that can influence conception.</p> <p>To be able to summarize factors that can affect a baby in the womb.</p> <p>To be able to summarize the process of gestation, birth and good post natal care.</p>	<p>Use of web searches such as:</p> <p>http://www.bbc.co.uk/news/magazine-34470205</p> <p>http://www.fpa.org.uk/factsheets/law-on-sex</p> <p>http://www.personalsafetvadvice.co.uk/simple-rules-for-getting-home-safely.html</p> <p>http://www.nhs.uk/conditions/Sexually-transmitted-infections/Pages/Introduction.aspx</p> <p>http://www.nhs.uk/video/Pages/your-guide-to-cervical-screening.aspx</p> <p>http://www.yourprivates.org.uk/</p> <p>http://www.nhs.uk/chq/Pages/972.aspx</p> <p>http://www.babycentre.co.uk/a7052/pre-pregnancy-health-checklist</p> <p>https://www.tommys.org/pregnancy-information/getting-pregnant/are-you-ready-conceive</p> <p>http://www.healthtalk.org/peoples-experiences/pregnancy-children/infertility/carol-interview-08</p> <p>http://www.bbc.co.uk/education/clips/zsrq9j6</p> <p>http://www.hfea.gov.uk/ivf-stories.html</p> <p>http://www.nhs.uk/video/Pages/genetic-tests.aspx?searchtype=Tag</p>	<p>Students fill in tracker sheets taking responsibility for their own progress.</p>
<p>Diploma</p>	<p>Content to be achieved by the end of the term</p>	<p>Key skills demonstrated as a result of the content</p>	<p>Suggested activities to help achieve our intent (including extra-curricular opportunities)</p>	<p>Suggested evaluation and assessment methods (to include one formal summative assessment)</p>
<p>Teacher 1</p> <p>Unit 12 Promoting positive behaviour</p>	<p>Be able to promote positive behaviour</p> <p>Understand situations in which staff are</p>	<p>To explore contexts where promotion of positive behaviour is required.</p>	<p>Guest speakers- behavioural experts</p> <p>Wider reading</p> <p>SCIE website</p>	<p>Ongoing assessment of coursework pieces.</p>

	<p>required to use reactive and restrictive interventions</p>	<p>To know the meaning of 'positive behavioural support'.</p> <p>To identify the key features of best practice for positive behavioural support.</p> <p>To be able to identify patterns of behaviour.</p> <p>To assess the impact of environment on behaviour</p> <p>To identify and assess the physiological aspects of behaviour</p> <p>To know what a good behavioral support plan includes and the strategies that can be incorporated.</p> <p>To be able to evaluate a range of approaches to ensure best practice.</p>	<p>Research such as:</p> <p>http://www.mind.org.uk/information-support/guides-to-support-and-services/crisis-services/hospital-admission/#why</p> <p>https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/300293/JRA_DoH_Guidance_on_RP_web_accessible.pdf</p> <p>https://www.mencap.org.uk/learning-disability-explained</p> <p>http://www.scie.org.uk/socialcaretv/video-player.asp?guid=6db7a54b-0ba3-468f-95fb-4b823fab9bb6</p> <p>https://www.alzheimers.org.uk/site/scripts/documents_info.php?documentID=2234&pageNumber=2</p> <p>https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/300293/JRA_DoH_Guidance_on_RP_web_accessible.pdf</p> <p>http://www.bapca.org.uk/about/what-is-it.html</p> <p>http://www.skillsforcare.org.uk/Documents/Topics/Restrictive-practices/A-positive-and-proactive-workforce.pdf</p> <p>http://www.scie.org.uk/socialcaretv/video-player.asp?guid=b4260f80-1b05-4a9e-9754-aa39efa2e9c8</p> <p>http://www.scie.org.uk/socialcaretv/video-player.asp?v=practical-approaches-to-minimising-restraint</p> <p>http://www.challengingbehaviour.org.uk/learning-disability-files/03---Positive-Behaviour-Support-Planning-Part-3-web-2014.pdf</p>	<p>Completion of tracker documents to assess own progress.</p>
<p>Teacher 2 and 3</p> <p>Unit 9 Learning disabilities</p>	<p>Understand the difficulties that may be experienced by individuals with learning disabilities</p> <p>Be able to support individuals with learning disabilities to plan their care and support</p>	<p>To explore and summarize the range of difficulties associated with living with learning disabilities- physical, intellectual, linguistic, emotional and social.</p> <p>To suggest and evaluate the ways of overcoming difficulties.</p>	<p>Guest speakers- individuals and charities.</p> <p>Web searches such as:</p> <p>http://www.independentliving.co.uk/cp-editorials/dda-access-audits/</p> <p>https://www.youtube.com/watch?v=FZfOVNwjFU0</p> <p>http://phab.org.uk/</p> <p>http://www.learningdisabilities.org.uk/our-work/changing-service-delivery/community-learning-disability-teams/</p> <p>https://www.healthcareers.nhs.uk/explore-roles</p>	<p>Ongoing coursework assignments</p> <p>Students use tracker documents to assess own progress.</p>

			http://www.scie.org.uk/care-act-2014/safeguarding-adults/sharing-information/what-does-the-law-say.asp	
TERM 18 (Year 12) Extended Certificate	Content to be achieved by the end of the term	Key skills demonstrated as a result of the content	Suggested activities to help achieve our intent (including extra-curricular opportunities)	Suggested evaluation and assessment methods (to include one formal summative assessment)
Unit 13 Sexual Health	Understand the stages of pregnancy and birth and the postnatal care of the mother Understand the care and development of the baby in the first year of life	To assess the value of the support services available to pregnant women and their newborns. To describe the developmental stages of a child's first year of life.	Web research such as: http://www.nhs.uk/video/Pages/downsyndrom.aspx https://www.tommys.org/pregnancy-information/pregnancy-complications http://www.nhs.uk/conditions/pregnancy-and-baby/pages/antenatal-midwife-care-pregnant https://www.bestbeginnings.org.uk/small-wonders http://www.nhs.uk/video/Pages/Postnataldepression.aspx?searchtype=Tag&searchterm=Pregnancy_After+the+birth&	Unit 4 Anatomy and physiology examination. Ongoing assessment of coursework and OCR moderation
Unit 24 Public Health	Understand systems for the protection and promotion of public health Understand public health strategies			
Diploma	Content to be achieved by the end of the term	Key skills demonstrated as a result of the content	Suggested activities to help achieve our intent (including extra-curricular opportunities)	Suggested evaluation and assessment methods (to include one formal summative assessment)
Teacher 1 Unit 12	Be able to use interventions to promote positive behaviour, considering	To be able to demonstrate proactive, reactive and restrictive interventions.	Web searches such as: http://rcnhca.org.uk/top-page-001/ https://www.mindtools.com/pages/article/newCS_85.htm	Ongoing assessment of coursework OCR moderation

<p>Promoting positive behaviour</p>	<p>the impact on the individual</p> <p>Know relevant legislation and guidance related to promoting positive behaviour</p>	<p>To discuss the value of post-incident reviews.</p> <p>To evaluate the impact of range of legislation and guidance on positive behaviour.</p>	<p>http://www.helpguide.org/articles/relationships/nonverbal-communication.htm</p> <p>https://www.youtube.com/watch?v=TbA3aU-L3Jo</p> <p>https://www.makaton.org/aboutMakaton/default</p> <p>http://www.mind.org.uk/information-support/legal-rights/</p> <p>https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/300293/JRA_DoH_Guidance_on_RP_web_accessible.pdf</p> <p>https://www.alzheimers.org.uk/site/scripts/documents_info.php?documentID=117</p> <p>http://www.challengingbehaviour.org.uk/learning-disability-files/Richard-Whitehead-&-Beth-Greenhill-(Black-&-White).pdf</p>	
<p>Teacher 2 and 3</p> <p>Unit 9 Learning disabilities</p>	<p>Be able to support individuals with learning disabilities to plan their care and support</p>	<p>To assess the support services that are available and the practitioners in this field and the methods of care employed.</p> <p>To review a range of legislation and guidance policies in relation to supporting individuals with learning disabilities</p>	<p>Roleplays</p> <p>Web searches</p> <p>Guest/ service speakers.</p>	<p>Ongoing assessment of coursework</p> <p>OCR moderation</p>
<p>TERM 19 (Year 13) Extended Certificate</p>	<p>Content to be achieved by the end of the term</p>	<p>Key skills demonstrated as a result of the content</p>	<p>Suggested activities to help achieve our intent (including extra-curricular opportunities)</p>	<p>Suggested evaluation and assessment methods (to include one formal summative assessment)</p>
<p>Unit 1 Building relationships</p>	<p>. Understand relationships in health, social care or child care environments</p> <p>Understand the factors that influence the building of relationships</p>	<p>To be able to identify a range of different types of relationships</p> <p>To know how context can impact relationships</p> <p>To consider the factors that impact relationships</p>	<p>About you and your relationships introduction diagram.</p> <p>Types of relationships: what where when activity</p> <p>Roleplays</p> <p>casestudies</p> <p>Wider research</p>	<p>Ongoing assessment of coursework and OCR moderation</p>

	<p>Understand how a person-centred approach builds positive relationships in health, social care or child care environments</p> <p>Be able to use communication skills effectively to build positive relationships in a health, social care or child care environment</p>	<p>To explore the strategies to ensure a PC approach.</p> <p>To be able to demonstrate communication skills</p> <p>To justify the value of reflective practice.</p>	<p>http://www.mindtools.com/pages/article/newCS_85.htm</p> <p>https://www.youtube.com/watch?v=S7CN9Tnv43w</p> <p>http://www.sense.org.uk/content/methods-communicating-people-who-are-deafblind</p> <p>https://www.rnib.org.uk/braille-and-moon-tactile-codes</p> <p>https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/85012/easy-read.pdf</p> <p>http://www.autism.org.uk/living-with-autism/at-home/environment-and-surroundings.aspx</p> <p>http://www.bapca.org.uk/about/what-is-it.html</p> <p>http://www.scie.org.uk/publications/guides/guide08/person.asp</p> <p>http://www.skillsforcare.org.uk/Standards/Care-Certificate/Care-Certificate.aspx</p> <p>http://www.brightknowledge.org/knowledge-bank/medicine-and-healthcare/spotlight-on-medicine/what-is-reflective-practice</p> <p>http://www.nursingtimes.net/Journals/2012/06/08/vf/1/120612-PrDisc-reflect.pdf</p> <p>http://www.mindtools.com/pages/article/reflective-cycle.htm</p>	
TERM 19 Year 13 Diploma	Content to be achieved by the end of the term	Key skills demonstrated as a result of the content	Suggested activities to help achieve our intent (including extra-curricular opportunities)	Suggested evaluation and assessment methods (to include one formal summative assessment)
Unit 6 Person centred care	<p>Understand personalisation in health and social care</p> <p>understand what is meant by a person-centred approach to care</p> <p>Understand methods used to implement a person centred approach</p> <p>Know how to plan and conduct review meetings using a person-centred approach</p>	<p>To be able to define personalisation.</p> <p>Key features of personalisation</p> <p>Benefits of personalisation</p> <p>Positive impacts and challenging impacts of personalisation.</p> <p>Legislation on personalisation</p> <p>Role of the local authority in promoting personalisation.</p> <p>How to take a person centred approach to care</p>	<p>Guest speaker</p> <p>Web research:</p> <p>http://www.scie.org.uk/socialcare/v/video-player.asp?guid=EDFF5119-2C47-4F20-B212-ED55B7A384A6</p> <p>http://www.scie.org.uk/publications/elearning/</p> <p>http://www.kids.org.uk/making-it-personal-case-studies</p> <p>http://www.health.org.uk/sites/default/files/PersonCentredCareMadeSimple.pdf</p> <p>http://www.thinklocalactpersonal.org.uk/library/Resources/BCC/Report/ISL155_14_Strong_Communities_EasyRead_WEB_ACC_FINAL_12Jan2015.pdf</p> <p>https://onepageprofiles.wordpress.com/</p> <p>http://www.scie.org.uk/socialcare/v/video-player.asp?guid=b4260f80-1b05-4a9e-9754-aa39efa2e9c8</p> <p>http://www.scie.org.uk/socialcare/v/video-player.asp?guid=91834b9d-26ef-44ba-9055-c972060edf9</p> <p>http://www.helensandersonassociates.co.uk/person-centred-practice/person-centred-reviews/</p> <p>http://www.helensandersonassociates.co.uk/person-centred-practice/person-centred-reviews/</p>	<p>Past paper using Exam Builder and final examination.</p>

		<p>History of personalisation</p> <p>Challenged for organisations using a person centred approach</p> <p>Methods to overcome such challenges.</p> <p>Tools for person centred approaches</p> <p>Planning and conducting review meetings using person centred approaches and tools.</p>		
TERM 20 (Year 13) Extended Certificate	Content to be achieved by the end of the term	Key skills demonstrated as a result of the content	Suggested activities to help achieve our intent (including extra-curricular opportunities)	Suggested evaluation and assessment methods (to include one formal summative assessment)
Unit 2 Equality Diversity and Rights	<p>Understand concepts of equality, diversity and rights and how these are applied in the context of health, social care and child care environments</p> <p>. Understand the impact of discriminatory practices on individuals in health, social care and child care environments</p> <p>Understand how current legislation and national initiatives</p>	<p>Meaning of equality, diversity and rights.</p> <p>How these are applied in HSC settings.</p> <p>Values of care</p> <p>Identify different discriminatory practices</p> <p>Impact of discrimination on individuals</p> <p>Key legislation and national initiatives</p>	<p>Web research:</p> <p>http://www.equalityhumanrights.com/</p> <p>http://www.mencap.org.uk/</p> <p>http://www.seap.org.uk/</p> <p>http://www.bild.org.uk/</p> <p>http://www.headway.org.uk/</p> <p>http://www.mind.org.uk/</p> <p>http://www.theguardian.com/society/2006/jun/10/equality.health</p> <p>http://www.telegraph.co.uk/news/health/9171551/Discrimination-denying-care-home-residents-hospital-access-study-suggests.html</p> <p>https://www.gov.uk/government/publications/care-act-2014-statutory-guidance-for-implementation</p> <p>https://www.gov.uk/government/publications/health-and-social-care-act-2012-fact-sheets</p> <p>http://www.equalityhumanrights.com/private-and-public-sector-guidance/education-providers/secondary-education-resources</p>	<p>Past papers- OCR Exam builder</p> <p>Examination</p>

	<p>promote anti discriminatory practice in health, social care and child care environments</p> <p>Understand how equality, diversity and rights in health, social care and child care environments are promoted.</p>	<p>Impact of legislation and national initiatives</p> <p>How to apply best practice</p> <p>Appropriate responses when discrimination occurs.</p>	<p>http://www.cqc.org.uk/</p> <p>https://www.gov.uk/</p> <p>http://www.cqc.org.uk/</p>	
TERM 20 (Year 13) Diploma	Content to be achieved by the end of the term	Key skills demonstrated as a result of the content	Suggested activities to help achieve our intent (including extra-curricular opportunities)	Suggested evaluation and assessment methods (to include one formal summative assessment)
Unit 5 Infection Control	<p>Understand infection control in health and social care</p> <p>Know the chain of infection</p> <p>Be able to control the spread of infection</p> <p>Understand the role of the health and social care worker in controlling infection</p>	<p>Definition of infection control</p> <p>Meanings of key terms</p> <p>Develop appreciation of HSC environments where infection control can be most important.</p> <p>Analyse risks associated with poor infection control.</p> <p>Legislation to support infection control.</p> <p>Features of the chain of infection.</p> <p>Ways to reduce the spread of infection</p> <p>Role of the worker in maintaining high standards of cleanliness.</p>	<p>Visit from an infection control nurse.</p> <p>Web searches:</p> <p>http://www.nhs.uk/video/pages/MRSA.aspx</p> <p>https://www.bupa.co.uk/health-information/directory/g/gastroenteritis</p> <p>https://www.bf.org.uk/Page/Tuberculosis-health-information</p> <p>https://www.youtube.com/watch?v=gCn92mbWxd4</p> <p>https://www.youtube.com/watch?v=UJFKS4w9bf.lg</p> <p>https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/214929/Care-home-resource-18-February-2013.pdf</p> <p>https://www.food.gov.uk/science/microbiology/campylobacter-evidence-programme</p> <p>http://www.who.int/csr/resources/publications/4EPR_AM2.pdf</p> <p>http://www.colchester.gov.uk/CHttpHandler.ashx?id=9071&p=0</p> <p>http://www.hse.gov.uk/pubns/priced/hsg220.pdf</p> <p>http://rcnhca.org.uk/health-safety-and-security/infection-prevention-and-control/chain-of-infection/</p> <p>http://www.microbiologyonline.org.uk/about-microbiology/microbes-and-the-human-body/routes-of-transmission</p> <p>http://www.abpischools.org.uk/page/modules/infectiousdiseases_pathogens/pathogens7.cfm?coSiteNavigation_allTopic=1</p> <p>http://www.nhs.uk/Conditions/ebola-virus/Pages/how-it-spreads.aspx</p> <p>http://patient.info/health/the-immune-system</p> <p>http://www.bbc.co.uk/science/0/21969416</p> <p>https://www.youtube.com/watch?v=o9SxDFPUiA</p>	<p>Ongoing assessment of coursework and OCR moderation</p>

			http://www.gosh.nhs.uk/parents-and-visitors/coming-hospital/infection-control-and-prevention/podcasts-and-videos/handwashing-video http://www.healthcentre.org.uk/vaccine/index.html http://rcnhca.org.uk/health-safety-and-security/infection-prevention-and-control/personal-protective-equipment/ http://www.cetl.org.uk/learning/print/aseptic-dressing-print.pdf http://www.nhs.uk/media/2426968/care_after_death_guidance.pdf http://www.skillsforcare.org.uk/Standards/Care-Certificate/Care-Certificate.aspx http://www.infectionpreventioncontrol.co.uk/content/uploads/2015/07/Audit-Tool-Decontamination-of-Equipment-for-Care-Homes.pdf http://www.infectionpreventioncontrol.co.uk/content/uploads/2015/09/Audit-Tool-Decontamination-of-Equipment-for-General-Practice.pdf http://www.infectionpreventioncontrol.co.uk/content/uploads/2015/07/Audit-Tool-Environmental-Cleanliness-Checklist-for-Care-Homes.pdf https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/214929/Care-home-resource-18-February-2013.pdf	
TERM 21 (Year 13) Extended Certificate	Content to be achieved by the end of the term	Key skills demonstrated as a result of the content	Suggested activities to help achieve our intent (including extra-curricular opportunities)	Suggested evaluation and assessment methods (to include one formal summative assessment)
Unit 3 Health, safety and security	<p>Understand potential hazards in health, social care and child care environments</p> <p>. Understand how legislation, policies and procedures promote health, safety and security in health, social care and child care environments</p> <p>. Understand the roles and responsibilities involved in health, safety and security in health, social care and child care environments</p> <p>. Know how to respond to incidents and emergencies in a</p>	<p>Types of hazard in HSC settings</p> <p>Potential impact of hazards</p> <p>Different types of harm and abuse</p> <p>Explore range of settings</p> <p>Key legislation in health and safety.</p> <p>Influences of legislation</p> <p>Duty of care and safeguarding</p> <p>Implementation of workplace policies and procedures.</p> <p>Roles and responsibilities in health and safety.</p>	<p>Guest speaker- building manager.</p> <p>Web searches:</p> <p>http://www.hse.gov.uk/healthservices/sensible-risk-assessment-care-settings.htm</p> <p>http://www.rospa.com/home-safety/advice/child-safety/accidents-to-children/</p> <p>https://www.youtube.com/watch?v=VF-RQksilJ7c</p> <p>http://www.hse.gov.uk/healthservices/sensible-risk-assessment-care-settings.htm</p> <p>http://www.rospa.com/home-safety/advice/child-safety/accidents-to-children/</p> <p>http://www.nhs.uk/conditions/social-care-and-support-guide/pages/vulnerable-people-abuse-safeguarding.aspx</p> <p>http://www.skillsforcare.org.uk/Document-library/NMDS-SC.-workforce-intelligence-and-innovation/Research/Violence-reports/Violence-against-social-care-workers---composite-report.pdf</p> <p>http://www.hse.gov.uk/violence/hscasestudies/westlothian.htm</p> <p>http://www.nspcc.org.uk/fighting-for-childhood/childrens-stories-about-abuse/</p> <p>http://www.hse.gov.uk/healthservices/index.htm</p> <p>http://www.hse.gov.uk/pubns/books/hsg220.htm</p> <p>https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419595/Working_Together_to_Safeguard_Children.pdf</p> <p>http://www.legislation.gov.uk/</p> <p>http://wbhelpline.org.uk/wp-content/uploads/2014/04/Raising-Concerns-at-Work.pdf</p> <p>http://www.cac.org.uk/content/services-we-regulate</p> <p>http://www.hse.gov.uk/workers/employers.htm</p>	<p>Past papers</p> <p>Examination</p>

	health, social care or child care environment	Implications of not maintaining these roles. Incidents And emergencies and how to respond . Role of first raiders.	http://www.hse.gov.uk/toolbox/managing/emergency.htm http://www.nhs.uk/conditions/Accidents-and-first-aid/Pages/Introduction.aspx	
TERM 21 (Year 13) Diploma	Content to be achieved by the end of the term	Key skills demonstrated as a result of the content	Suggested activities to help achieve our intent (including extra-curricular opportunities)	Suggested evaluation and assessment methods (to include one formal summative assessment)
Unit 17 Mental Health	Know the main concepts, types, causes and effects of mental health conditions Be able to support individuals with mental health conditions to plan their care, treatment and support	Concepts Types Signs and symptoms Causes and effects Treatments Services: hospital and community based, statutory and voluntary. Legislation and guidance	https://www.youtube.com/watch?v=6UjMg5RIJuo http://www.channel4learning.com/sites/gcsease/health_social/2_1_detail.html https://www.youtube.com/playlist?list=PLw8TLvRgeKJ4U0IbvnSzUKojAleI-EcZ2 https://www.youtube.com/watch?v=cKeespQytpE http://www.nhs.uk/Livewell/MentalHealth/Pages/Mentalhealthhome.aspx http://www.mind.org.uk/information-support/a-z-mental-health/ http://www.talktofrank.com/ http://www.mind.org.uk/information-support/guides-to-support-and-services/addiction-and-dependency/ https://www.youtube.com/watch?v=XiCrniLQGYc http://www.blackdoginstitute.org.au/public/depression/causesofdepression/ https://www.rethink.org/carers-family-friends/what-you-need-to-know/does-mental-illness-run-in-families https://www.youtube.com/watch?v=9hBfnXACsOI https://www.youtube.com/watch?v=twZet50f9SQ http://selfesteem.dove.co.uk/Articles/Written/the_impact_of_social_media_and_body_image_does_social_networking_actually_trigger_body_obsession_in_todays_teenage_girls.aspx http://www.rcpsych.ac.uk/healthadvice/problemsdisorders/smokingandmentalhealth.aspx https://www.youtube.com/watch?v=pDEVFDNjd-E http://www.mind.org.uk/information-support/drugs-and-treatments/medication-drugs-a-z/ https://www.youtube.com/playlist?list=PLw8TLvRgeKJ7YFbknGNn1CT46hxsLB86 https://www.youtube.com/watch?v=xrC9HYaTz4 https://www.bacp.co.uk/research/resources/ http://www.bbc.co.uk/news/health-23414888 https://www.verywell.com/experiences-with-ect-electroconvulsive-therapy-379902 https://www.youtube.com/watch?v=9L2-B-aluCE https://www.rethink.org/diagnosis-treatment/treatment-and-support/complementary-and-alternative-treatments/types	Ongoing assessment of coursework and OCR moderation

			<p>http://www.nhs.uk/Livewell/fitness/Pages/Whybeactive.aspx</p> <p>https://www.youtube.com/watch?v=Z0vuheFKMmI</p> <p>http://socialwelfare.bl.uk/subject-areas/services-client-groups/adults-mental-health/mind/144545ward_watch_report.pdf</p> <p>http://www.mind.org.uk/information-support/legal-rights/human-rights-act-1998/</p> <p>http://news.bbc.co.uk/1/hi/health/229517.stm</p> <p>http://www.nhs.uk/NHSEngland/AboutNHSservices/mental-health-services-explained/Pages/services-explained.aspx</p> <p>http://www.nostiqmas.org/</p> <p>http://www.voiceability.org/support-for-you/independent-mental-health-advocacy-imha</p> <p>http://www.voiceability.org/support-for-you/independent-mental-capacity-advocacy</p> <p>http://www.bbc.co.uk/news/uk-26556732</p> <p>http://www.mind.org.uk/information-support/your-stories/what-does-the-care-act-mean-for-people-with-mental-health-problems/</p>	
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