



Topic Sequencing and Rationale

Key Stage 4 Health and Social Care

	Year	What is taught? Overview of Topics	Why this? Why then?
KS4	10	<p>R032 Principles of care in health and social care settings</p> <ol style="list-style-type: none"> 1. The rights of service users in health and social care settings 2. Person-centred values 3. Effective communication in health and social care settings 4. Protecting service users and service providers in health and social care settings <p>R033 Supporting individuals through life events.</p> <ol style="list-style-type: none"> 1. Life stages 2. Impacts of life events 3. Sources of support 	<p>R032 Principles of care in health and social care settings Whether students want a career in a health or social care setting, understanding rights, the person centred values and how they can be applied is vital. Communicating effectively with service users that students are caring for, and creating a care environment that is safe and hygienic for service users and service providers is also essential for the health and wellbeing of individuals requiring care.</p> <p>In this unit students will learn about the importance of the rights of service users, person-centered values and how to apply them. They will also learn about the importance of effective communication skills when providing care and support for service users in health and social care settings and the procedures and measures used to protect individuals such as safeguarding, hygiene and security. For context, when we talk about health and social care settings, these are the types we mean:</p> <p><i>Health care settings:</i> Social care settings: e.g., Dental practice, GP surgery, Health Centre, Hospital, Opticians, Nursing home, Pharmacy & Walk-in Centre. <i>Social care settings:</i> Community/ day Centre, Foodbank, Homeless shelter, Residential/ Retirement home, social services department, and Support group</p> <p>R033 Supporting individuals through life events. On our journey through the stages of life we experience many life changing events and are influenced by many factors that affect growth and development. In this unit students will learn about life stages and the factors that affect them.</p> <p>Students will understand expected and unexpected life events and the impact they will have on physical, social/emotional, and socio-economic aspects in an individual’s life. Students will research the service providers and practitioners that can support individuals, recommend support and justify how this will meet the needs of a specific individual.</p>



	<p>11</p>	<p>R034 Creative and therapeutic activities</p> <ol style="list-style-type: none"> 1. Therapies and their benefits 2. Creative activities and their benefits 3. Plan a creative activity for individuals or groups in a health or social care setting. 4. Deliver a creative activity and evaluate their own performance. 	<p>R034 Creative and therapeutic activities</p> <p>Creative and therapeutic activities are used in both health and social care settings because of the many benefits to individuals. Completing this unit will give students the opportunity to explore the different types of creative and therapeutic activities that are available and understand how those involved enjoy the experience and benefit from taking part. This unit will enable students to develop work-related skills that are essential for working with adults or children.</p> <p>In this unit students will learn about a range of creative activities and therapies that are available in health, and social care settings and understand the physical, intellectual, emotional, and social benefits of these. Students will learn how to plan and deliver a creative activity with an individual or group and evaluate their planning and delivery.</p>
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Key Stage 5 Health and Social Care

	Year	What is taught? Overview of Topics	Why this? Why then?
<p>KS5</p>	<p>12</p>	<p>Unit 1: Building positive relationships in health and social care.</p> <ol style="list-style-type: none"> 1. Understand relationships in health, social care, or childcare environments. 2. Understand the factors that influence the building of relationships. 3. Understand how a person-centred approach builds positive relationships in health, social care, or childcare environments. 4. Be able to use communication skills effectively to build positive relationships in a health, social care, or childcare environment. 	<p>Unit 1: Building positive relationships in health and social care.</p> <p>No work in the health and social care sector is completed in isolation. Professional relationships are paramount to the delivery of safe and effective care and support and an understanding of these relationships, and how they are formed, is essential if students are considering pursuing a career in the health and social care sector.</p> <p>This unit aims to introduce students to the many different relationships that students will encounter within the health and social care sector, whether with colleagues, senior members of staff, other professionals within the sector or individuals who require care and support. By doing this unit students will apply communication and relationship building skills in a practical way, considering how different factors, including context, can impact on the building of positive relationships. Students will also be introduced to the concept of the person-centred approach which will help with their relationship building skills.</p>



	<p>Unit 2 Equality, diversity and rights in health and social care</p> <ol style="list-style-type: none"> 1. Understand concepts of equality, diversity, and rights and how these are applied in the context of health, social care, and childcare environments. 2. Understand the impact of discriminatory practices on individuals in health, social care, and childcare environments. 3. Understand how current legislation and national initiatives promote anti-discriminatory practice in health, social care, and childcare environments. 4. Understand how equality, diversity and rights in health, social care and childcare environments are promoted. <p>Unit 3: Health, safety and security in health and social care</p> <ol style="list-style-type: none"> 1. Understand potential hazards in health, social care, and childcare environments. 2. Understand how legislation, policies and procedures promote health, safety and security in health, social care, and childcare environments. 3. Understand the roles and responsibilities involved in health, safety and security in health, social care, and childcare environments 	<p>Unit 2: Unit 2 Equality, diversity and rights in health and social care</p> <p>Everyone is different and everyone has rights. Promoting equality and respecting diversity and rights in health, social care and childcare environments is essential in today’s very diverse society. Whatever role students have, or aspire to, in health, social care or childcare, an effective practitioner must be able to provide care that meets the needs of individuals. and that supports their rights. Many individuals who use health, social care, or childcare environments can be vulnerable and dependent on others; this means that practitioners’ attitudes, values, and prejudices can significantly affect the quality of care, individuals who require care or support experience.</p> <p>This unit will help students to understand the implications of diversity on practice and the effects of discriminatory practice on individuals who require care or support. Students will also gain an appreciation of how legislation and national initiatives can support and promote anti-discriminatory practice.</p> <p>Strategies used to promote equality, respect diversity and support individuals’ rights will be examined. Students will develop their ability to recognise both good and discriminatory practice in care situations. Students will develop their judgement and decision-making skills to choose appropriate responses to care situations and determine a course of action to promote the equality, diversity, and rights of individuals in care settings.</p> <p>Unit 3: Health, safety and security in health and social care</p> <p>What does it mean to be ‘safe’? Safety and being safe is a basic human need. Consciously or subconsciously we all take practical steps to stay safe. All individuals have the right to work in a safe environment and individuals who require care or support also have a right to be safe in health and social care contexts. As a result, there are responsibilities that practitioners must actively promote in order to provide and maintain a safe environment for colleagues and the individuals who require care and support.</p> <p>This unit introduces students to health, safety and security in health and social care. Students will acquire the necessary knowledge and skills to equip students in maintaining a safe working environment for themselves, their colleagues and individuals who require care and support. Students will learn how legislation, policies and procedures work to reduce risks in health and social care and the consequences of not following them. Students will also learn how to respond to different incidents and emergencies with health and social care settings</p>
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13	<p>Unit 4: Anatomy and physiology for health and social care</p> <ol style="list-style-type: none"> 1. Understand the cardiovascular system, malfunctions, and their impact on individuals. 2. Understand the respiratory system, malfunctions, and their impact on individuals. 3. Understand the digestive system, malfunctions, and their impact on individuals. 4. Understand the musculoskeletal system, malfunctions, and their impact on individuals. <p>Unit 9: Supporting people with learning disabilities.</p> <ol style="list-style-type: none"> 1. Know the types and causes of learning disabilities. 2. Understand the difficulties that may be experienced by individuals with learning disabilities. 3. Be able to support individuals with learning disabilities to plan there are and support. 	<p>Unit 4: Anatomy and physiology for health and social care</p> <p>We eat, we breathe, and we control our bodies, as well as responding to the external environment, but why and how? This unit will help you to understand why these essential processes are so important in maintaining life. Students will learn not only about the structure and function of some of the cells and tissues involved, but how they form organs and body systems that then have to interact to ensure that the body can provide the conditions necessary for thought, co-ordination, movement, and growth.</p> <p>This unit aims to introduce students to the basic structure and functions of the body systems involved in everyday activities and maintenance of health, including cardiovascular, respiratory, and digestive systems. Students will also understand the part played by organs such as the pancreas, liver, and kidney. Students will investigate the systems and organs involved in detecting and responding to change such as the nervous system as well as the eyes and ears.</p> <p>Unfortunately, things do go wrong, and each system has well-known diseases and disorders. Also, as individuals grow older, they are likely to be affected by malfunctions as a result of degeneration. Some of these will simply be inconvenient; others will be life-changers. Students will understand the effects on individuals and what has to be done on a daily basis to enable them to lead as full and independent a life as possible.</p> <p>Unit 9: Supporting people with learning disabilities.</p> <p>People with learning disabilities make up a part of the community to whom we may provide care and support or live alongside. This unit will develop your understanding of learning disabilities and consider issues involved in providing support for people with a learning disability and their family. The unit explores the areas of inclusion, human rights, advocacy, empowerment, and active participation.</p> <p>In this unit you will understand the term 'learning disability' and will look at a range of different types and possible causes. You will examine how the lives of individuals with a learning disability are changing as attitudes and approaches to support evolve. Current best practice in providing support for people with learning disabilities includes issues such as where people live, how life opportunities are promoted, and how the individual can be supported to lead a full and active life. The unit will explore these areas with the emphasis being on taking a person-centred approach that focuses on the individual's strengths, preferences and hopes, and on ways of enabling the individual to achieve their goals and ambitions.</p>
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	<p>Unit 24: Public health</p> <ol style="list-style-type: none"> 1. Understand systems for the protection and promotion of public health. 2. Understand public health strategies. 	<p>Unit 24: Public health</p> <p>Health and wellbeing extend further than the individual and the implication of poor health has wider impacts on a community, area and even the country. So how is public health protected? There are many external factors to good health. Clean water and limiting pollution are just two factors that have an influence on our health. An individual cannot control this so who does? Why is public health important and why do students need to know about it?</p> <p>Public health is concerned with protecting and improving the health of the population, rather than focusing on the health of the individual. Through this unit students will develop an understanding of the ways public health and wellbeing is promoted in order to benefit society as a whole and to reduce health inequalities. Students will gain an understanding of current public health strategies and initiatives and consider the effectiveness and the implications of health policy for the wider population.</p> <p>This unit draws from learning in units 3 and can be applied to develop a deeper understanding of both health and safety and infection control and the impact of this upon the health and wellbeing of individuals who require care and support.</p>
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