



## Curriculum Plan Key Stage 4 **Health & Social Care**

Academic year: 2020/21		Head of department: Mr Duerden ( <a href="mailto:p.duerden@todhigh.co.uk">p.duerden@todhigh.co.uk</a> )	
<b>Term 1</b>			
<b>Year 10</b>		<b>Year 11</b>	
<p>Cambridge Nationals in Health and Social Care will equip learners with sound specialist knowledge and skills for everyday use. They will also challenge all learners, including high attaining learners, by introducing them to demanding material and skills; encouraging independence and creativity; providing tasks that engage with the most taxing aspects of the National Curriculum (including values of care and the current legislation requirements and the importance of softer skills such as communication skills to ensure individuals right to independence and dignity).</p> <p>The course consists of four units, two of which are core (mandatory) and two optional, and all of which are weighted equally at 25% of the final mark.</p> <p>Students will start the course by studying RO22. This involves the following:</p> <p><b><u>RO22: Communicating and working with individuals in health, social care and early years' settings.</u></b></p> <p>This unit will provide learners with the underpinning knowledge and understanding of how to communicate effectively and what personal qualities will contribute to the creation of a caring environment when working with individuals in a health, social care and early years setting. This unit is internally assessed by controlled assessment.</p> <p>Students will be entered for this assessment in January.</p>		<p>Continuation of RO31 (basic first aid) started at the end of year 10.</p> <p><b><u>RO31: Planning for employment in health, social care and children and young people's workforce</u></b></p> <p>Students will then be able to apply basic first aid procedures. Students will practically demonstrate each of the following first aid procedures:</p> <ul style="list-style-type: none"> <li>• Conscious/unconscious</li> <li>• Choking</li> <li>• Asthma attack</li> <li>• Burns or scald</li> <li>• Bleeding</li> <li>• Shock</li> </ul> <p>This will be evidenced through photographs, first aid certificated and teacher assessment (witness statement).</p> <p>Students will then review their own performance identifying:</p> <ul style="list-style-type: none"> <li>• Competency (the amount of support needed)</li> <li>• Strengths and weaknesses of practical demonstration</li> <li>• Suggested improvement of how they can further develop.</li> </ul>	
<b>Term 2</b>			
<b>Year 10</b>		<b>Year 11</b>	
<p>At the beginning of Term 2 students will begin to study the exam unit. Students will sit the exam at the end of the first year, usually around June. This involves the following:</p> <p><b><u>RO21: Essential values of care for use with individuals in care settings.</u></b></p> <p>This unit focuses on the rights of individuals and will instil the value of care to be used when working in a health, social care or early year's environment. All good practice is based on these values and enables those who use and work in care settings to apply quality practice. The unit also provides an overview of legislation and its impact on the care settings and</p>		<p>At the beginning of Term 2 students will to study the final unit of work. This will be assessed and submitted in June.</p> <p><b><u>RO29: Understanding the nutrients needed for good health</u></b></p> <p>This unit gives learners an overview of the importance of diet throughout the life stages, giving them the knowledge and skills to enable them to make choices which will affect their body throughout their lives. Food is essential to our health and social well-being, throughout our daily lives from birth to old age. What we eat is often determined by a considerable number of factors, such as work-life balance, finance, where we live, food preparation skills, our health and religion.</p>	

<p>covers the hygiene, safety and security matters that relate to promoting a healthy and safe environment. This unit is assessed by a 1 hour external written examination in January. There will be a further opportunity to retake the written exam for this unit, in Year 11, if required.</p>	<p>Students will be taught the differing dietary needs for young people, adulthood and older adults. They will understand the importance of nutrients both macro and micro. They will also learn the function of each nutrient and how this relates to dietary requirements/guidelines.</p>
<p><b>Term 3</b></p>	
<p><b>Year 10</b></p>	<p><b>Year 11</b></p>
<p>At the start of Term 3 students will begin revision for their exam in June. Students will be provided with revision resources and will be expected to revise at home.</p> <p>After students have completed their external exam they will begin the next unit of work.</p> <p><b><u>RO31: Basic First Aid</u></b></p> <p>Students will be able to assess scenes of accidents to identify risks and continuing dangers. Students will be able to assess the scene of an accident within health, social or early years settings and be able to provide information to emergency services.</p> <p>For learning objective two students will understand the first aid procedures for a range of injuries including:</p> <ul style="list-style-type: none"> <li>• Conscious/unconscious</li> <li>• Choking</li> <li>• Asthma attack</li> <li>• Burns or scald</li> <li>• Bleeding</li> <li>• Shock</li> </ul> <p>For each of the above students will identify the cause, severity, symptoms, the correct sequence of steps and the rationale.</p>	<p>Students will continue the final unit in Term 3.</p> <p><b><u>RO29: Understanding the nutrients needed for good health</u></b></p> <p>Students will discuss the factors that can influence a balanced or un-balanced diet. They will create a dietary plan for a client of their choice considering the relevant source of nutrients and vitamins.</p> <p>Students will then create and make a meal for somebody with specific dietary needs. They will then assess their meal choice against government guidelines. Students will be also assessed in terms of hygiene and safe preparation of food.</p> <p>Due to the nature of the course students will have the opportunity to re-submit assignments and the exam unit. Students will discuss this with their individual teacher.</p>

Homework/revision	
Year 10	Year 11
Homework in Health and Social Care is set in accordance with the school homework policy.  Revision is encouraged throughout the exam unit. Revision materials will be provided in Term 2.	Homework in Health and Social Care is set in accordance with the school homework policy.
Assessment	
Year 10	Year 11
R022: The 'communicating and working with individuals' unit is centre assessed and OCR moderated coursework. This is worth 60 marks (60 UMS).  R021: The exam unit is a 1 hour written paper (OCR set and marked) worth 60 marks (60UMS).	R056: The employment unit is centre assessed and OCR moderated coursework. This is worth 60 marks (60 UMS).  R029: The understanding nutrients needed for good health unit is centre assessed and OCR moderated coursework. This is also worth 60 marks (60 UMS).  When all four units are completed the marks are collated from the units and scored out of 240 marks. An average grade is taken from all four units.  Grades will be awarded in the form of Pass, Merit and Distinction.

How can parents and carers help?	
Year 10	Year 11
In the first unit students need to use examples from a chosen job. Giving students an insight into a job in the sector would help them understand different ways of communicating.  Support with revision, ensuring students revise and questioning students.	Students will be encouraged to gain some work experience in the Health and Social Care sector in order to gain knowledge in that area of employment support from parents and carers with this would be beneficial.  Students have to prepare and cook a meal, parents and carers can support with this by offering an opportunity for students to cook at home. Guidance for this would also be beneficial.