

# Oasis Media City Subject Curriculum Plan



**Subject:** Health and Social Care

**Head of Subject:** Margaret Fanning

**Date updated:** Sept. 2021

This document is an overview of the learning that students will experience within their subject area. This is a working document that provides teachers, students and parents with a map of key content that will be delivered during lessons in each year group.

Year	Half Term:	1 (7 weeks)	2 (7 weeks)	3 (7 weeks)	4 (5 weeks)	5 (6 weeks)	6 (7 weeks)
10	Topic(s):	<p><i>[Component 1, A1, A2, Understand human growth and development across life stages and the factors that affect it]</i></p> <p><i>Career links</i> Nursery nurse</p> <p><i>[Component 1, B1, Different types of life event of life events]</i></p>	<p>Learning aim B: Investigate how individuals deal with life events</p> <p>Learning aim B2: Coping with change caused by life events</p> <p><i>Career links</i> Physiotherapist</p>	<p><i>[Component 2, A1, Health and social care services]</i></p> <p><i>Career links</i> Social worker</p>	<p><i>[Component 2, B1, Care values]</i></p> <p><i>Career links</i> Care home manager</p>	<p><i>[Component 2, B1 and B2, Demonstrate care values and review own practice]</i></p> <p><i>Career links</i> Mental health support worker</p>	<p>Component 3</p> <p>Learning aim A1: Factors affecting health and well-being</p> <p><i>Career links</i> Addiction support officer.</p>
		<i>ICT REQUIRED</i>	<i>ICT REQUIRED</i>	<i>ICT REQUIRED</i>	<i>ICT REQUIRED</i>	<i>ICT REQUIRED</i>	<i>ICT REQUIRED</i>
	Key Words(1 p/wk):	<p><i>Life circumstances</i></p> <p><i>Mental illness</i></p> <p><i>Bereavement</i></p> <p><i>Redundancy</i></p> <p><i>Exclusion</i></p> <p><i>Retirement</i></p> <p><i>imprisonment</i></p>	<p>Wealth</p> <p>Financial assistance</p> <p>Welfare benefits</p> <p>Home support</p> <p>Informal support</p> <p>Professional carers</p>	<p>Specific needs</p> <p>Domiciliary care</p> <p>Residential care</p> <p>Barriers to accessing services</p> <p>Psychological barriers</p>	<p>Empowerment</p> <p>Maintaining confidentiality</p> <p>Preserving dignity</p> <p>Safeguarding and duty of care</p>	<p>Effective communication</p> <p>Self reflection</p> <p>Review own practice</p> <p>maintaining confidentiality</p>	<p>Holistic approach</p> <p>Predisposition.</p> <p>Acute/chronic</p> <p>Addictive substances</p> <p>Social interactions</p> <p>Sources of support</p>



# Oasis Media City Subject Curriculum Plan



**Subject:** BTEC Tech Health and Social Care Yr 11

**Head of Subject:** Margaret Fanning

**Date updated:** Sept. 2021

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Year	Half Term:	1 (7 weeks)	2 (7 weeks)	3 (7 weeks)	4 (5 weeks)	5 (6 weeks)	6 (7 weeks)	
11	<p><i>Topic(s):</i> Component 2 <i>Learning aim A1,B1</i></p> <p><i>Component 3</i> <i>Learning aim A1, B1, B2, C1, C2.</i></p>	<p><i>Health and social care services]</i></p> <p><i>Career links</i> <i>Welfare rights officer</i></p>	<p>Factors affecting health and well-being. Health indicators</p> <p><i>Career links</i> Dietician</p>	<p>Person-centred health and well-being improvement plans</p> <p><i>Career links</i> Disability assessment officer</p>	<p>Person-centred health and well-being improvement plans</p> <p>Obstacles to implementing plans</p> <p><i>Career links</i> Learning disability support worker</p>	<p>Overview of Component 3 all learning aims Preparation and revision for formative assessment.</p> <p><i>Career links</i> Disability Social worker</p>	<p>Demonstrate care values and review own practice]</p> <p>Factors affecting health and well-being</p> <p><i>Career links</i> Mental health social worker</p>	
		<i>ICT REQUIRED</i>	<i>ICT REQUIRED</i>	<i>ICT REQUIRED</i>	<i>ICT REQUIRED</i>	<i>ICT REQUIRED</i>	<i>ICT REQUIRED</i>	
	<p><i>Key Words(1 p/wk.):</i></p>	<p><i>Specific needs</i> <i>Domiciliary care</i> <i>Residential care</i> <i>Barriers to accessing services</i> <i>Psychological barriers</i></p>	<p>Environmental factors Relationships. Changes in life circumstances. Physiological indicators.</p>	<p>Improvement plans. BMI, peak flow, blood pressure. SMART targets KISS rule. Sources of support Potential obstacles</p>	<p>Obstacles. Implementation. Time constraint. Resources Disability Addiction</p>	<p>Obstacles. Implementation. Time constraint. Resources Disability Addiction</p>	<p>Empowering and promoting independence. Respect for others. Maintaining confidentiality. Preserving dignity. Safeguarding and duty of care.</p>	

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		<i>Resource barriers for service providers</i>	Lifestyle indicators Interpreting health indicators				Promoting anti discriminatory practice.
<i>Link to context/Character/careers:</i>		<i>The importance of Overcoming barriers to services</i>	Ability to Interpret lifestyle data	The importance of a person-centred approach Physiological data	The importance of a person-centred approach when implementing health improvement plans	The importance of a person-centred approach when implementing health improvement plans	Importance of professional practice Identification of ill health.
<i>Assessment Type:</i>		<i>Coursework completion and grading Written exam papers.</i>	Ongoing summative assessment. Past papers	Ongoing summative assessment Past papers	Ongoing summative assessment Past papers	Ongoing summative assessment Past papers	Formal summative assessment.

### Key Questions:

1. What is the overarching intent for your curriculum?

The overarching intent of the curriculum in Health and Social Care is to ensure that students start to develop knowledge and understanding how life stages and choices impact on the world in which we live. The intent of the curriculum is to give students the opportunity to explore how different public services impact on how we live. It is a Level 2 course which once students have completed can move on to other Level 3 course at college.

2. How does this curriculum build student’s knowledge of the world around them both locally and nationally?

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To build on student's knowledge both locally and nationally. Students must engage in research around their assignments to support their arguments and how it impacts on a particular areas and individually locally and nationally. They also research the impact of legislation on particular lifestyle choices.

3. How is this curriculum designed to engage students and develop a passion for the subject?

The curriculum within Health and Social care is one which uses everyday experiences across individual's lifestyles and stages through various types of media, case studies and scenarios. Additionally, visits to local hospitals will broaden the students' knowledge and understanding, through real life working environment.

4. How does this curriculum cater for the needs of our students?

Within the curriculum there are targeted case studies that cater for the abilities of students to ensure that they reach their true potential for this subject.

5. How is assessment used to improve learning?

Throughout the course students will be given individual, bespoke feedback on how to improve their work to ensure that they reach their maximum potential within each element. Assessment is ongoing throughout lessons through summative and formative assessments from staff and students.

6. What skills will students develop that can be used in other subject areas and beyond their school life?

Interpersonal skills, mathematics, literacy and vocational links with opportunities to related college courses at higher levels

7. How is learning planned to progressively develop pupil's knowledge and understanding over time?

Learning is planned to develop knowledge and understanding overtime by the use of targeted and specific practical activities.

Additionally the use and development of research skills will support retention of knowledge and improve levels of understanding. These skills, knowledge and understanding can then be applied to coursework assignments.

8. How learning is sequenced over time to ensure students retain knowledge and are more successful at recalling?

Learning is sequenced overtime with regular revisits to prior topics and the regular use of growth tasks to monitor and assess the retention of knowledge and the student's abilities to recall.

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9. How is this curriculum adapted to cater for the needs of students with different starting points?

The system is adapted to cater for the needs of students with different starting point by the use of learning ladders, adapted activities and one to one tutorials. This will help the students reach their full potential.

10. How will you ensure teachers have the relevant knowledge, expertise and practical skills to deliver your curriculum effectively?

The relevant knowledge of teachers will be ensured by the use of continued professional development both internally and externally. Additionally subject knowledge and expertise will be monitored via regular lesson observations and feedback to teacher. This will ensure effective delivery of the curriculum.