

Year 12 Single Curriculum Sequencing Grid 2022-2023 DHO			
Subject: Health and Social Care	Term One	Term Two	Term Three
Unit <i>(Tablet in 39-week plan)</i>	Unit 2: Working in Health and Social Care (Learning Aim A & B)	Unit 2: Working in Health and Social Care (Learning Aim B & C)	Unit 14: Physiological Disorders and their Care (assignment 2 – learning aim D)
Key Retainable Skills <i>(Required for Y11) What... How... Why...</i>	The roles and responsibilities of people who work in the health and social care sector The roles of organisations in the health and social care sector	The roles of organisations in the health and social care sector Working with people with specific needs in the health and social care sector	Develop a treatment plan for service users with physiological disorders to meet their needs
Key Retainable Knowledge <i>(Required for Y12) What... How.... Why....</i>	The roles of people who work in health and social care settings The responsibilities of people who work in health and social care settings Specific responsibilities of people who work in health and social care settings Multidisciplinary working in the health and social care sector Monitoring the work of people in health and social care settings The roles of organisations in providing health and social care services Issues that affect access to services Ways organisations represent interests of service users	The roles of organisations in providing health and social care services Issues that affect access to services Ways organisations represent interests of service users The roles of organisations that regulate and inspect health and social care services Responsibilities of organisations towards people who work in health and social care settings People with specific needs Working practices	Care methods and strategies

Key Technical Vocabulary <i>To be modelled and deliberately practiced in context.</i>	Roles, responsibilities and Professionals Care Values: <ul style="list-style-type: none">- Safeguarding- Anti-discriminatory practice- Empowering individuals- Confidentiality- Ensuring Safety in health and social care settings- Information management- Communication- Accountability of professional bodies- Multidisciplinary working- Codes of Conduct	<ul style="list-style-type: none">- Social Care- Childrens Services- Public Sector- Prlvate sector- Voluntary sector- Hospitals- Day care units- Hospice care- Residential care- Domiciliary care- Referral- Eligibility- Barriers- Charities- Advocacy- Whistleblowing- CQC (care quality commission)- Ofsted- Ill health, both physical and mental- Learning disabilities- Physical and sensory disabilities	<ul style="list-style-type: none">- Assessment- Reviewing- Validity- Reliability- Planning cycle- Outcomes- Barriers- Timescales- Responsibilities- Scheduling
Opportunities for reading	Signs and symptoms of variety of physiological disorders NHS Jobs - Candidate Homepage https://www.healthcareers.nhs.uk/explore-roles/wider-healthcare-team/roles-wider-healthcare-team/clinical-support-staff/healthcare-assistant https://www.prospects.ac.uk/job-profiles/youth-worker https://www.mind.org.uk/information-support/guides-to-support-and-services/advocacy/what-is-advocacy/ https://www.hse.gov.uk/riddor/reportable-incidents.htm https://www.nmc.org.uk/revalidation/overview/what-is-revalidation/	Signs and symptoms of variety of physiological disorders Blood pressure: https://www.nhs.uk/common-health-questions/lifestyle/what-is-blood-pressure/ Body temperature: https://www.nhs.uk/conditions/fever-in-adults/ Blood tests: https://www.nhs.uk/conditions/blood-tests/ Medical history: https://www.britannica.com/science/diagnosis/Medical-history	

	https://www.gov.uk/government/organisations/ofsted/about https://www.gov.uk/guidance/being-inspected-as-a-maintained-school-or-academy#:~:text=Ofsted%20sends%20the%20draft%20report,the%20end%20of%20the%20inspection.&text=If%20Ofsted%20judges%20the%20school,the%20school's%20headteacher	
Developing Cultural Capital <i>Essential knowledge and skills of educated citizens.</i>	<p>Developing an understanding of roles and responsibilities within a Health and Social Care setting. This includes what responsibilities they will incorporate as well as giving them an idea of what career pathway they want to pursue in the future based off this learning.</p> <p>To develop an understanding of what is incorporated with working in a health and social care setting and the importance of roles, accountability and regulations within that organisation and prepare them for a career in this field.</p>	Students understanding how treatment plans are created and utilised to help individuals experiencing disorders.
Authentic Connections – Cross Curricular Links	<p>ICT – Confidentiality, Information Disclosure, Data Protection Act</p> <p>Life Skills – Safeguarding, Anti-Discriminatory Behaviour</p> <p>Religious Studies - Anti-Discriminatory Behaviour</p> <p>Geography - Barriers to access, to include specific needs, individual preferences, financial, geographical, social, cultural.</p>	Physical Education – treatment plans
Key Assessment	<p>Honing the long-term memory. This is then filtered into exam questions and case studies to have them recall previously learned information to complete the tasks. Once the assessment has been marked it will then be moderated across two members of staff to cross check for accuracy and make sure the correct marks are given.</p>	<p>Once the assignment is completed by the student, it is then marked by the teacher. A percentage of this marking is then internally verified by another KS5 Health and Social Care teacher to ensure that assessment is accurate. Students have 15 working days to then resubmit their assignment to a higher standard. This is then again, marked by the teacher and internally verified to ensure accuracy of assessment.</p>