

Year 13 Single in Health and Social Care Curriculum Sequencing Grid 2022-2023 KEL			
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 (Exam - learning aim A)	Unit 5: Meeting individuals care and support needs (Coursework - learning aim A, B, C & D)	
Key Retainable Skills <i>(required for Y12)</i> <i>What... How... Why...</i>	The roles and responsibilities of people who work in the health and social care sector	LAA Examine principles, values and skills which underpin meeting the care and support needs of individuals LAB Examine the ethical issues involved when providing care and support to meet individual needs LAC Investigate the principles behind enabling individuals with care and support needs to overcome challenges LAD Investigate the roles of professionals and how they work together to provide the care and support necessary to meet individual needs.	
Key Retainable Knowledge <i>(required for Y12)</i> <i>What... How.... Why....</i>	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	<ul style="list-style-type: none"> - Principles, values and skills underpinning meeting the care and support needs of individuals - Ethical issues involved when providing care and support needs to meet individuals needs - Principles behind enabling individuals with care and support needs to overcome challenges Revision of all key retainable skills from throughout term one and term two. <ul style="list-style-type: none"> - Roles of professionals and how they work together to provide care to meet individual needs -How agencies work together to meet individual care and support needs -The roles of people who work in health and social care settings -The responsibilities of people who work in health and social care settings 	
Key Technical Vocabulary <i>To be modelled and deliberately practiced in context.</i>	Responsibilities of workers Care values Anti-discriminatory practice Empowerment Safety	Equality Diversity Discrimination Skills Attributes Empathy Ethical issues	

	Information management and communication Accountability Multidisciplinary working	Ethical approaches Legislation Guidance Conflict of interest Balancing resources Minimising risk Care Values Dignity Respect Privacy Independence Choice Empowerment Confidentiality Anti-discriminatory practice Promoting anti discriminatory practice -challenging discrimination & adapting care
Opportunities for reading	Individual rights document Mind.org.uk - advocacy support guide Case studies Lone worker policy NHS managing conflict document Risk assessment document News articles on safeguarding COSHH regulations – hazardous waste disposal HSE.gov.uk - RIDDOR document Data Protection Act (1998) GDPR information	BTEC National Health and Social Care student textbook Revise BTEC National Health and Social Care Revision Guide and workbook https://www.bartleby.com/essay/How-Anti-Discriminatory-Practice-is-Promoted-in-F3J3K6RJVJ https://spearheadelearning.com/equality-and-diversity-in-health-and-social-care/ The Health and Care Professions Council (HPC) NHS Digital https://digital.nhs.uk
Developing Cultural Capital <i>Essential knowledge and skills of educated citizens.</i>	Understanding how care values are maintained and fostering these / understanding the impact of the failure of this. Students exposed to real life experiences within the H&SC sector.	Applying the essential skills and knowledge to case studies and authentic contexts.
Authentic Connections – Cross Curricular Links	Science/PE – COSHH, Psychology/Sociology –discrimination, reliability, validity IT – Confidentiality	Psychology/Sociology –discrimination/ empathy/ethical theories, discrimination, equality, diversity

Key Assessment	Assessments scheduled following each topic completed. Each assessment includes assessment on the previous topic completed to hone long-term memory. Each assessment is standardised with another member of staff in department.	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.
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