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| Health and Social Care | **Curriculum Team Vision** |
| The aim of the Ormiston Maritime Academy Social Science department is to broaden students’ understanding of the world around them and develop their cultural capital. To engage students in meaningful and informed oracy and debate over controversial and often misunderstood elements of not only our own society, but those around the world. Social Sciences gives students an additional chance to make sense of human behaviour and to focus on the profound social changes and challenges that we all face in the 21st century. Discussion, debate and retrieval practice lay at the heart of the classroom. Students are challenged to communicate clearly, through oracy and literacy. | |
| **Where studying learning for life can take you? Click on the link below:**  **Post GCSE Options:**  **Study level three Health and Social care. University courses in medicine and healthcare can lead to a range of careers such as, Social Work, Community Care, Nursing and many other roles in the NHS.** | |

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| Subject: Health and Social Care year 10 Curriculum Map 2024-2025 | | | |
| Half term 3 | **Unit 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 you will learn about life stages and the* *factors that affect them. You 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. You 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.*  **Topic Area 1: Life stages:**  **Students will cover the following -**  Life stages and key milestones of growth and  development for age groups   4-10 years (childhood)   11-18 years (adolescence)   19-45 years (young adulthood)   46-65 years (middle adulthood)   65+ years (older adulthood)  □ PIES development across the life stages   Physical – fine and gross motor skills,  mobility, characteristic body changes, sexual  characteristics, puberty, menopause, ageing  characteristics   Intellectual – language development, sentence  construction, logical thinking, problem solving,  decision making, deterioration of mental  abilities   Emotional – bonding, different attachments,  independence, self-confidence, self-image, self-  esteem, love, affection   Social – relationships, social skills,  responsibilities  □ Factors affecting growth and development across  the life stages   Physical factors   Social factors   Emotional factors   Economic factors   Cultural factors   Environmental factor  How the growth and development of an individual is affected by:   Physical factors   Social factors   Emotional factors   Economic factors   Cultural factors   Environmental factors  **Topic Area 2: Impacts of life events:**  **2.1 Life events and their impacts on individuals**  Expected and unexpected life events  § Physical events  § Relationship changes  § Life circumstances  □ Impacts that life events have on individuals  § Physical  § Intellectual  § Emotional  § Social  § Financial  □ Identifying individual’s needs based on the impact  **Of life events.**  **Topic Area 3: Sources of support**    Sources of support   formal   informal   charities  □ The roles of practitioners in providing support  □ The roles of informal care givers in providing  support  □ How practitioners meet individual needs   enable/promote independence   medical/mental health support   care support   respite care   financial support   advice and guidance  □ Research and recommend personalised support  based on individual needs   Match support provision to specific individual  needs   Offer coordinated care and treatment   Justify choices made   Apply person-centred values | Links to careers | Links to the Knowledge organiser and other additional resources |
| Half term 4 | Completion of task1, 2a and 2b that is from the prior half terms learning.  Task 1 - You will be set a task on growth and development through a life stage, this can be any of the 5 studied.  Task 2a - You will be set a task on life events and sources of support for individuals. In this task you will need to interview a real person.  Task 2b - You will be set a task on researching and recommending support to meet individual needs, this may be on a local or national level**.** |  |  |
| Half term 3 | **Unit R035: Health promotion campaigns**  *The UK has faced many public health challenges in modern times. Public health campaigns are used in a variety of ways to engage the public and to encourage physical, intellectual, emotional and social health and wellbeing, as it is vital to society that people remain*  *healthy. In this unit you will have the opportunity to explore the various public health challenges the country faces, the approaches used to encourage health and wellbeing and the importance of this to society. You will understand the factors affecting a healthy lifestyle so that campaigns can be designed to target different groups of people. You will also learn how to plan and deliver your own small-scale health promotion campaign and how to evaluate your planning and delivery.*  **Topic Area 1: Current public health issues and the impact on society**  Reasons why a healthy society is important  Control of communicable diseases  Decrease cost of care  Decrease sickness and dependency  Increased life expectancy  **1.2 Public health challenges for society**  Current challenges to public health  Obesity  Flu and viruses  Alcohol consumption  Heart disease/stroke  Sexual health  Cancer  Physical activity  Mental health  Smoking cessation  Child dental health □ Organisations promoting public health challenges  Charities  National Health Service (NHS)  Government Health Agencies  World Health Organisation (WHO)  **1.3 Current health promotion campaigns and their benefits**  Current health promotion campaigns □ Benefits of a health promotion campaign to  Individuals  Society □ Who the health promotion campaign is targeting  Target audience |  |  |
| Half term four | **Topic Area 2: Factors influencing health**  Lifestyle choices □ Health  Physical health  Mental health □ Education and socio-economic □ Access to health services  Location  Opening times  Local resources  Availability  **2.2 Leading a healthy lifestyle**  What individuals can do to be healthy  Making healthy choices o No smoking o Use sun protection o Safe sex  Healthy eating and drinking o Balanced diet o Moderation  Hygiene o Personal hygiene o Environment  Mental health o Mental stimulation o Coping strategies o Good sleep  Physical activity o Regular exercise □ Benefits of leading a healthy lifestyle related to  Physical  Intellectual  Emotional  Social  **2.3 Barriers to leading a healthy lifestyle**  What prevents individuals from being healthy  Advertising/Media o Promoting unhealthy products on TV and social media  Peer pressure  Lack of support o Friends and family o Role models o Health professionals  Cost o Expense of gym membership o Healthy foods o Treatment/holistic therapies |  |  |
|  | **Topic Area 3: Plan and create a health promotion campaign**  Aims of the campaign:  What you want to change/improve/educate about  Aims related to PIES  Timescales  Resources needed  Safety considerations  Communication to be used during delivery  Appropriateness to individuals □ Methods to be used to engage target audience □ Feedback methods  **Topic Area 4: Deliver and evaluate a health promotion campaign**  ***How to deliver a health promotion campaign?:***  Introduce the campaign  Welcome  Settle the individuals/audience □ Deliver the content as appropriate to the campaign □ Collect feedback  ***How to evaluate own performance?:***  How to evaluate your own performance  Use feedback  Self-reflect  Review strengths and weaknesses of o Your planning o Your communication skills o How you engaged individuals  Suggest improvements o What you would do differently and why?  **Complete task 1a** –  **You will be set a task on a public health challenge and campaign** |  |  |
| Half term five | **Complete task 1B**  **You will be set a task to produce information on a specific health promotion campaign.**​  **Complete task 2**  **You will be set a task to write a plan for your campaign.**  **Complete task 3**  **You will deliver your campaign at a health promotion fayre.**  **Complete task 4**  **You will be set a task to evaluate your own performance at the health promotion fayre.**  **Unit R032: Principles of care in health and social care settings**  *Whether you 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 you 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. In this unit you will learn about the importance of the rights of service users, person-centred values and how to apply them. You 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.*  **Topic Area 1: The rights of service users in health and social care settings**  Types of care settings  Health care setting and Social care settings to give examples of each and be able to discuss the differences. |  |  |
| Half term 6 | **The rights of service users**  1.2 The rights of service users  **You will look at types of care settings, the rights of individuals and the benefits of maintaining rights and meeting the needs of service users.**  **Focusing on:**  **Empowerment ** Encourages independence and being self- reliant  Feeling in control of their lives  Gives service users choice, control and independence **□ High self-esteem ** Feeling valued  Feeling respected  Positive mental health **□ Service users’ needs are met ** Appropriate care or treatment such as mobility aids provided, or dietary requirements met  Results in good/improving physical or mental health **□ Trust ** Reassured that service providers will not harm them  Confident that service providers have service users best interests in mind  Confident in the care they receive  **Topic Area 2: Person-centred values**  You will look at how person centred values are applied by service providers, The 6 C’s of care, examples of application in HSC settings and the benefits of these approaches to service users and providers. |  |  |