

Health and Social Care	Curriculum Team Vision
<p>At OMA we believe education is for everyone, that all students irrespective of their backgrounds, will be exceptional pupils, so they are equipped with the necessary knowledge, skills, qualifications, and mind-set to contribute positively to society.</p> <p>Everything we do in the vocational faculty is aimed at providing an ambitious and challenging curriculum which inspires, motivates, and exploits the limitless potential of all our students. This will be achieved by us <i>'being inspired by the past - creating excellence in the present- by embracing the future'</i>.</p> <p>Our long-term aim is to produce thinking, adaptable adults capable of taking his / her place in a changing technological society. We strive to create distinctive and dynamic partnerships between students and the world or work, forging active relationship with industry-based external training providers and employers.</p> <p>The vocational curriculum seeks to promote an educational culture which is scientific, technological, creative, healthy, and entrepreneurial within the framework of the school and national curriculum. In addition, our faculty aims to provide the excellent practical technological, scientific, and holistic communication skills needed by our manufacturing and service industries within the UK and global markets. Thus, ensuring that our students will be well-educated and skilled, ready, and able to progress into employment, further training, or higher education according to their individual aptitudes and ambitions.</p> <p>The faculty will be truly cross-curricular and will use aspects of many subjects to aid the students when developing innovative ideas and solving problems individually or as a team. The only boundary to making an impact in the future is our <i>'imagination'</i> and our ability to <i>'engineer'</i> the solutions that could affect peoples' lives. Students arrive and leave our faculty with a sense of wonder in learning.... that they will carry with them for a lifetime.</p>	
<p><b>RO22 Communicating and working with individuals in health, social care and early years settings</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. Effective communication is important to an individual's well-being in everyday life. Practitioners need to communicate with and make connections with individuals using services all the time and it is their ability to utilise good communication skills and personal qualities that means they are able to communicate with and relate to those individuals effectively. Through this unit learners will gain an understanding of the different types of communication, the importance of good communication, the factors that influence effective communication and ways to overcome barriers, and an understanding of the qualities that contribute to effective practical care. These are transferable skills that can be used in everyday life. Being able to communicate effectively and to employ personal qualities to relate to others can influence every aspect of a person's life, providing a key foundation on which to grow. On completion of this unit learners will be able to appreciate how the way they communicate and the personal qualities that they utilise when working with individuals in a health, social care or early years setting will have an impact on the care of those individuals. They will be able to demonstrate that they have those effective communication skills that are needed to work in a health, social care or early years setting. They will be able to plan effectively for interactions in a health, social care and early years setting.</p>	
<p><b><u>Unit R023: Understanding body systems and disorders</u></b></p>	
<p>This unit will provide learners with the underpinning knowledge and understanding of three major body systems: respiratory, digestive and cardiovascular.</p> <p>The interaction of our body systems and the structure and function that they provide allow humans to breathe, move, experience taste, touch and smell the amazing world we live in. These systems enable us to survive and thrive, with them we can live to our full potential as human beings. Technology and advances in medicine allow for us to treat illness and disease and research the ill effects of lifestyle choices. Through this unit learners will have gained the knowledge and understanding of the structure and function of three body systems and three separate illnesses that may affect these systems. On completion of this unit learners will have developed their knowledge and understanding of the</p>	

importance of the systems, structure, function and disorders that can affect the individual within health, social care and early years settings. They will be able to measure and interpret data obtained from various relevant body functions.

**Where can Health and Social care take you?**  
 Nursing; Midwife; Physiotherapist; Health care assistant; Child care ; Early years teacher; Health care assistant Dental nurse; dentist; Dr; Counselling; social worker; charity worker;

Subject: Health and Social Care Curriculum Map 2025-2026			
Terms	Topics covered and core knowledge and skills	Links to careers	Links to the Knowledge organiser and other additional resources
Half term 3	<p>RO22            week 1            exam revision RO21</p> <p><u>week 2 understand the barriers to communication and how they impact on individuals</u></p> <p>core knowledge            barriers to communication            o patronising language, tiredness, inappropriate body language, inappropriate use of language, aggression, and difference in language spoken            o speech difficulties due to disabilities or illness (e.g. dementia, deafness)            o noisy environment, inadequate space, poor lighting, damaged or unsuitable furniture</p> <p><u>Week 3</u>  <u>Explain ways to overcome barriers to communication</u></p> <p>core knowledge            o adapting the environment            o calm tone            o training staff</p> <p><u>Week 4 introduction to LO2</u>  <u>Understand the personal qualities that contribute to effective care</u></p> <p>core knowledge            the qualities that contribute to effective care, i.e.:            o patience (e.g. when dealing with an individual in a wheel chair)            o understanding (e.g. by giving clear instructions for an activity at a day care centre so that they are understood)            o empathy (e.g. with an individual's circumstances when breaking bad news in a hospital)            o respect (e.g. an individual's personal religious beliefs</p>	<p><a href="https://help.open.ac.uk/career-opportunities-health-social-care">https://help.open.ac.uk/career-opportunities-health-social-care</a></p> <p><a href="https://www.healthcareers.nhs.uk/working-health/working-social-care/working-social-care">https://www.healthcareers.nhs.uk/working-health/working-social-care/working-social-care</a></p> <p><a href="https://nationalcareers.service.gov.uk/job-categories/social-care">https://nationalcareers.service.gov.uk/job-categories/social-care</a></p>	

- about the type of food they can eat in hospital)
- o willingness (e.g. to support other individuals)
- o sense of humour (e.g. when working with young children in a nursery)
- o cheerfulness (e.g. the way a nursery nurse greets the children)
- how the qualities contribute to effective care (e.g. empowerment, reassurance, value).

week 5

LO3 Be able to communicate effectively within a health, social care and early years setting

Understand how to plan for a one-to-one and group health, social care or early year interaction.

Core knowledge

- o time
  - ensuring enough time is set-aside
  - that all parties involved are aware of the time and how long it will take
- o environmental factors, i.e.:
  - away from the noise of the nursery, in private if necessary
  - appropriate lighting and space
  - seating plans (e.g. GP surgery, day care centre seating arrangements)
- o activity or topic of conversation, i.e.:
  - related to the health, social care or early year setting
- o skills to be used, i.e.:
  - non-verbal
  - verbal
- the reasons why practitioners and individuals who use the service need to communicate clearly, i.e.:
  - to give, obtain and exchange information to meet the individuals, physical, intellectual, language, emotional and social needs
- o to ensure the comfort of the individual
- o to show value and respect for the individual

Understand how to communicate effectively in a one-to-one and group situation.

Core knowledge

- o by active listening,
  - concentrate on what is being said
  - understand what individuals and key people are trying to convey
  - interpret the information being given, repeat information if necessary
  - respond to information appropriately
  - actively encourage others to communicate
  - reflect
- o appropriate body language and behaviour, i.e.:
  - maintaining eye contact (e.g. when discussing care plan with an individual at a residential home)
  - appropriate facial expressions (e.g. when giving bad news in a hospital)
- o inappropriate body language and behaviour, i.e.:

	<ul style="list-style-type: none"> <li>- hand gestures/folded arms/finger pointing (e.g. when talking to members of staff at a nursery)</li> <li>- behaviour which fails to value service users (e.g. making a patient wait for care)</li> <li>o adapting/using appropriate language, i.e.: <ul style="list-style-type: none"> <li>- allowing pauses (e.g. when explaining instructions to a patient)</li> <li>- tone/pace (e.g. when talking to children at a nursery)</li> <li>- clarity of information (e.g. appropriate to individuals' needs)</li> <li>- use the individuals' preferred means of communication.</li> </ul> </li> </ul>		
Half term 4	<p>Learning Outcome 1: Know how body systems work Learning Outcome 2: Understand disorders that affect body systems</p> <p><u>Week 1</u> <u>Understand the structure and function of the cardiovascular system</u> Core knowledge</p> <ul style="list-style-type: none"> <li>o the structure of the cardiovascular system, <ul style="list-style-type: none"> <li>- heart - ventricles, left and right atrium, aorta</li> <li>- veins - size, diameter</li> <li>- arteries - size, diameter, pressure</li> </ul> </li> <li>o The function of the cardiovascular system, <ul style="list-style-type: none"> <li>- circulation of blood around the body, oxygenation and deoxygenation (e.g. arteries are the blood vessels carrying oxygenated blood away from the heart and veins carry de-oxygenated blood to the heart)</li> </ul> </li> </ul> <p><u>Understand the disorders that can effect cardiovascular system</u></p> <ul style="list-style-type: none"> <li>o disorders, <ul style="list-style-type: none"> <li>- heart attack</li> <li>- angina</li> <li>- heart failure</li> </ul> </li> <li>o symptoms (e.g. chest pains, discomfort in arms/back etc, shortness of breath, tiredness, dizziness, raised pulse)</li> <li>o diagnosis (e.g. ECG echocardiogram, x-rays, blood tests, check pulse rates and blood pressure)</li> </ul> <p><u>Week 2</u> <u>Understand the structure and function of the respiratory system</u></p> <ul style="list-style-type: none"> <li>o the structure of the respiratory system, <ul style="list-style-type: none"> <li>- trachea, i.e.: <ul style="list-style-type: none"> <li>♣ cartilage and ligaments, connects nose and mouth to lungs</li> </ul> </li> <li>- lungs, i.e.: <ul style="list-style-type: none"> <li>♣ cone shaped</li> </ul> </li> </ul> </li> </ul>		

- ♣ right bigger than left
- alveoli, i.e.:
- ♣ within lungs
- ♣ microscopic sacs bunched together
- o the function of the respiratory system, i.e.:
- inhale, i.e.:
- ♣ sucking in air from the atmosphere
- ♣ diaphragm expanding
- ♣ air going into the lungs
- ♣ breathing in oxygen
- exhale, i.e.:
- ♣ diaphragm relaxes and ribcage moves inwards and downwards
- ♣ breathing out carbon dioxide

Understand the disorders that can impact the respiratory system

- o the disorders,
- asthma/allergies
- bronchitis
- pneumonia
- emphysema
- o symptoms (e.g. wheezing, shortness of breath, increased breathing rate)
- o diagnosis (e.g. CT scan, MRI, x-rays, function tests)

Week 3

Understand the structure and function of the digestive system

The digestive system

- o the structure of the digestive system, i.e.:
- stomach,
- ♣ expanding sac structure
- ♣ muscular walls
- oesophagus,
- ♣ length
- ♣ extends to the stomach
- ♣ moves food down to the stomach
- intestines
- ♣ small and large
- o the function of the digestive system,
- digestion,
- ♣ breaks down food
- ♣ absorption of molecules (minerals/water) into the blood
- ♣ waste removal from the body

Understand the disorders than can effect the digestive system

- o disorders (e.g. irritable bowel system, heartburn, ulcers)
- o symptoms (e.g. pain, discomfort, bloating, diarrhoea, sour/bitter taste in mouth, vomiting, weight loss)
- o diagnosis (medical history, physical exam, endoscopy, x-

	<p>ray, ultra-sound, blood test, Body Mass Index (BMI) tests).</p> <p><u>Week 4 and 5</u>  <u>Learning Outcome 3: Be able to interpret data obtained from measuring body rates with reference to the functioning of healthy body systems.</u></p> <p>Know how to measure pulse rate before and after activity (e.g. beats per minute, average pulse rates, raising pulse rate during activity)  o compare results against normal/maximum pulse rates for age</p> <ul style="list-style-type: none"> <li>• how to measure peak flow of an individual before and after activity (e.g. using a peak flow meter, highest of 3 blows, higher when well, lower when breathing is restricted)</li> </ul> <p>Compare results against normal values for age, height and weight</p> <ul style="list-style-type: none"> <li>• how to calculate BMI (e.g. average BMI's, measure height and weight input onto BMI chart)</li> </ul> <p>Compare the results against healthy weights for height.</p> <ul style="list-style-type: none"> <li>• ways of measuring function in the: <ul style="list-style-type: none"> <li>cardiovascular system, i.e.: <ul style="list-style-type: none"> <li>- pulse rates</li> </ul> </li> <li>respiratory system, i.e.: <ul style="list-style-type: none"> <li>- peak flow tests</li> </ul> </li> <li>digestive system, i.e.: <ul style="list-style-type: none"> <li>- BMI</li> </ul> </li> </ul> </li> </ul>		
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