

OCR National Level 1/2 Health and Social Care



**Notre Dame
Catholic College**

YEAR 10	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Curriculum Content	<p><u>RO22 Communicating with individuals in health, social care and early years settings</u></p> <p><u>Composite = understand different types of communication</u> LO1 = introduction to communication and the different types to include: Verbal – clarity, tone, pace, empathy, paraverbal Non-verbal – body language, gestures, facial expressions Written – writing a care plan, care report Specialist – Braille, sign language, voice activated software, advocates, interpreters, Makaton</p> <p><u>Composite = barriers to communication</u> LO1 = introduction to barriers to communication and ways they can be overcome to include: Patronising language Tiredness Inappropriate body language Inappropriate use of language Aggression Difference in language spoken Speech difficulties due to illness or disabilities Noisy environment Inadequate space Poor lighting Damaged or unsuitable furniture</p> <p>Ways to overcome the barriers: Adapting the environment Calm tone Training staff</p>	<p><u>RO22 Communicating with individuals in health, social care and early years settings</u></p> <p><u>Composite = understand the positive factors which affect communication:</u> Environmental Interpersonal</p> <p><u>Composite = understand the personal qualities that contribute to effective care</u> LO2 = introduction of personal qualities and how they contribute to effective care Patience Understanding Empathy Respect Willingness Sense of humour Cheerfulness</p> <p>Empowerment Reassurance Value</p>	<p><u>RO21 Essential values of care for use with individuals in care settings</u></p> <p><u>Composite = understand how to support individuals to maintain their rights</u> LO1 = introduction to the 5 key rights Choice Confidentiality Protection from harm and abuse Equal and fair treatment Consultation</p> <p><u>Composite = why is it important to maintain individual rights</u> To make people feel valued/raise self-esteem To empower To instil confidence and trust to feel safe To equality of access to services/treatment To have your individual needs met</p> <p><u>Composite = how care workers can support individuals to maintain their rights</u> By using effective communication By providing up-to-date information By challenging discriminatory practice By providing information about complaints procedures By providing advocacy</p> <p><u>Composite = understand the importance of the values of care and how they are applied</u> LO2 = the values of care By promoting equality and diversity By maintaining confidentiality By promoting individuals’ rights and beliefs</p> <p>Where the values of care are applied Health, social care, early years settings</p> <p><u>Composite = how the values are applied</u></p>	<p><u>RO21 Essential values of care for use with individuals in care settings</u></p> <p><u>Composite = understand how legislation impacts on care settings</u> LO3 key aspect of legislation which are relevant to certain groups: Children and young people Vulnerable adults Ethnic minority groups People with disabilities</p> <p><u>Composite = an overview of key aspects of legislation</u> How the: Equality Act Children Act Data Protection Act (GDPR) Health and Safety at Work Act Mental Health Act</p> <p>Support individual’s rights Provide a framework to maintain and improve quality of practice Providing guidance for those who work in the sectors Set out the standard of practice and conduct those who work in the sectors should meet</p> <p><u>Composite = how legislation impacts on</u> People who use services Care practitioners Service providers</p>	<p><u>RO21 Essential values of care for use with individuals in care settings</u></p> <p><u>Composite = understand how personal hygiene, safety and security measures protect individuals</u> LO4 Personal hygiene: Hair tied back Open wounds covered No jewellery No nail polish Appropriate protective clothing Appropriate hand washing routines Regular showering and hair washing Regular brushing of teeth Appropriate use and disposal of tissues/antiseptic wipes</p> <p>Safety procedures: Emergency procedures Equipment considerations Moving and handling techniques</p> <p>Security measures: Checking external entrances Monitoring of keys Security pads on doors Window locks Reporting of concerns to line manager Identifying staff</p> <p>How individuals are protected: Methods of reducing spread of infection Methods for reducing risk/danger Procedures to prevent accidents and promote good practice.</p>	<p><u>RO21 Essential values of care for use with individuals in care settings</u></p> <p><u>Composite = LO1, LO2, LO3, LO4</u> During the start of this term students will practice examination technique with mini assessments and completion of complete past papers in preparation for the exam in late May/June</p> <p>Once the examination has been completed <u>RO22 Communicating with individuals in health, social care and early years settings</u></p> <p><u>Composite = Be able to communicate effectively within a health, social care and early years setting</u> LO3 = how to plan for a one to one and group health, social care or early year interaction Consider: Time Environmental factors Activity/topic Skills to be used Reasons why it is important to communicate clearly Ensure comfort Show value and respect Active listening Appropriate body language and behaviour Inappropriate body language and behaviour Adapting/using appropriate language</p>

			<p>Promoting equality and diversity Maintaining confidentiality Promoting individuals’ rights and beliefs Being a reflective practitioner</p> <p><u>Composite = how the early years values of care are applied</u> Ensuring the welfare of the child is paramount Keeping children safe Working in partnership with parents Encouraging children’s learning Valuing diversity Ensuring equality of opportunity Practising anti-discrimination Ensuring confidentiality Working with others</p> <p><u>Composite = the importance of applying the values of care</u> Ensure standardisation of care Improve quality of care Provide clear guidelines to inform and improve practice Maintain or improve quality of life</p> <p><u>Composite = effects on people who use services if values of care are not applied</u> Physical Intellectual Emotional Social</p>			
Prior knowledge and skills (from previous year / key stage)	Students have not previously studied health and social care. Skills will include discussing key terminology and the subject of health and social care	Students will have been introduced to key terms during Autumn term 1	Students will have an understanding about health and social care settings and key terminology from start of previous unit	Student will have been introduced to key terms in Spring term 1	Student will have been introduced to key terms in Spring term 1 and 2	Students will have been introduced to key terminology throughout the year
Core Knowledge Organiser content	Key words and definitions Learning journey	Key words and definitions Learning journey	Key words and definitions Learning journey	Key words and definitions Learning journey	Key words and definitions Learning journey	Key words and definitions Learning journey
Assessment Objectives	LO1 Understand how to communicate effectively Different types of communication Barriers	LO2 understand the importance of the values of care and how they are applied	LO1 understand how to support individuals to maintain their rights LO2 understand the importance of the values of care and how they are applied	LO3 understand how legislation impacts on care settings	LO4 understand how personal hygiene, safety and security measures protect individuals	LO1, LO2, LO3, LO4 examined unit LO3 RO22 communication unit

Vocabulary / Key Subject Terminology	Key words list Language for learning sheets	Key words list Language for learning sheets	Key words list Language for learning sheets	Key word list Language for learning sheets	Key word list Language for learning sheets	Key word list Language for learning sheets
Assessment 1	Completion of verbal communication	Completion of two personal qualities	Assessments for rights and why they should be maintained and how care workers can support individuals to maintain their rights	Assessment using past exam questions for legislation	Assessment using past exam questions for personal hygiene, safety and security	Past papers and mini assessments
Assessment 2	Completion of three barriers	Completion of remaining personal qualities	Assessments for care value base and how they are applied	LO1, LO2, LO3 assessment	LO1, LO2, LO3, LO4 assessment	Completion of a one to one and group interaction
Cross Curricular Links with other Faculties	English – communication PSHCE – job roles	English – communication PSHCE – skills required for different jobs RE	English PSHCE	English PSHCE	English PSHCE	English
Extra-Curricular Offer	Coursework club after school	Coursework club after school	Coursework/examination club after school	Coursework/examination club after school	Coursework/examination club after school	Coursework/examination club after school
Time Allocation	Autumn 1 8 weeks 2/3 lessons per week	Autumn 2 8 weeks 2/3 lessons per week	Spring term 1 6 weeks 2/3 lessons per week	Spring term 2 6 weeks 2/3 lessons per week	Summer term 1 8 weeks 2/3 lessons per week	Summer term 2 8 weeks 2/3 lessons per week