

At Dane Court Grammar School, our curriculum aims to give our students the knowledge and skills to succeed in the world as it is, and the wisdom, empathy and courage to fashion the world as it should be.



Health and Social Care Curriculum Plan

Department Curriculum Aim:

In Health and Social Care, students grow to understand the complexity of being human and in learning about the difficulties and challenges faced by others they discover more about themselves and the role they might play in making a difference.

Year 12	Enquiry / Statement Aim	Knowledge and Skills
Terms 1 & 2	Unit 2: Equality, Diversity and Rights in Health and Social Care	Students will learn the concepts of equality, diversity and rights and how these are applied in the context of health, social care and child care environments. They will realise the impact that discriminatory practices have on individuals in health, social care or child care environments and explore the way in which current legislation initiatives promote anti-discriminatory practices. Students will then explore the ways in which equality, diversity and rights are promoted in health, social care or child care environments.
Terms 1 & 2	Unit 3: Health, Safety and Security in Health and Social Care (Exam)	Students will be introduced to the potential hazards in health, social care or child care environments. They will look at the ways that legislation, policies and procedures promote health, safety and security in these environments. The roles and responsibilities involved in health, safety and security in health, social care and child care environments are explored and students learn how to respond to incidents and emergencies in these environments.
Terms 1 & 2	Unit 7: Safeguarding (Exam)	Students learn about the types and signs of abuse and learn to understand the factors which may lead to abusive situations. They explore the legislation, regulatory requirements and guidance that govern the safeguarding of adults, young people and children and learn to understand how to deal with suspected abuse and disclosures of abuse. Students explore working strategies and procedures for the safeguarding and protection of adults, young people and children and consider how workers within health, social care and child care environments can minimise the risk of abuse.
Terms 3 & 4	Unit 1: Building Positive Relationships in Health and Social Care (Investigation)	Students are introduced to different types of relationships in health, social care or child care environments. They will consider the factors that influence the building of relationships and understand how a person-centred approach builds positive relationships in health, social care or child care environments. Students must then draw on their knowledge to be able to use communication skills effectively themselves, to demonstrate how to build positive relationships in health, social care or child care environments.
Terms 3, 4 & 5	Unit 4: Anatomy and Physiology for Health and Social Care (Exam) This Unit is equivalent to one and a half units.	Students learn to understand the cardiovascular system, malfunctions and their impact on individuals. They learn about the respiratory system, malfunctions and their impact on individuals. They learn to understand the digestive system, malfunctions and their impact on individuals and then the musculoskeletal systems, malfunctions and their impact on individuals. Students then look at the control and regulatory systems, malfunctions and their impact on individuals. They then explore the sensory systems, malfunctions and their impact on individuals
Terms 5 & 6	Optional Units to suit Individual interests and potential career paths.	Any of the Optional Units, which are all Investigations (coursework) may be chosen by students at the end of Year 12 and during terms 3 to 6 of Year 13 (see Yr 13 Terms 3 & 4 for the list of optional units for students to choose from).

Year 13	Enquiry / Statement Aim	Knowledge and Skills
Terms 1 & 2	Unit 5: Infection Control (Investigation)	Students are introduced to the concept of infection control in health and social care and they are taught to know the chain of infection. They learn how to be able to control the spread of infection and learn to understand the role of the health and social care worker in controlling infection.
Terms 1 & 2	Unit 6: Personalisation and a Person-Centred Approach to Care (Exam)	Students discover what the concept of personalisation means in health, social care and child care and they learn to understand what is meant by a person-centred approach to care. They explore the methods used to implement a person-centred approach and learn how to plan and conduct review meetings using a person-centred approach.
Terms 1 & 2	Unit 14: The Impact of Long-Term Physiological Conditions (Investigation)	Students will learn to know what long-term physiological conditions are; their causes and symptoms and they will learn to understand the effects of these conditions on service users. They explore ways in which people with long term physiological conditions can be supported through planning of their care and support. Students will know about end of life care.
Terms 3, 4, 5 & 6	Optional Unit completion and Examination preparation for Units assessed in June	Unit 8: Creativity and Activity for Children and Young People Unit 9: Supporting People with Learning Difficulties Unit 10: Nutrition for Health Unit 11: Career Planning for Health and Social Care Unit 13: Sexual Health, Reproduction and Early Development Stages Unit 15: Promoting Health and Wellbeing Unit 16: Supporting People with Mental Health Conditions Unit 18: Caring for Older People Unit 19: Creativity for Adults Unit 20: Principles Of Youth Work Practice Unit 21: Looked after Children and Young People Unit 22: Psychology for Health and Social Care Unit 23: Sociology for Health and Social Care Unit 24: Public Health Unit 25: Research Methods in Health, Social Care and Childcare

Cambridge Technicals Level Three Diploma in Health and Social Care is a Double Award (equivalent to two A Levels). Students are required to complete twelve units in total: five and a half of which are assessed through external examination; three of which are compulsory Investigation units and three and a half Units are optional.