**Curriculum Mapping 2022-23**  **Subject:**  **Health and Social Care** **Curriculum Leader GSh**

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|  | **KS5 Curriculum**  **???????** | |  | | | |
|  | **Year 12** |  | |  |  | **Year 13** |
| **Spiral**  **Curriculum** |  | | | | | |
| **Skills** | * **To identify and apply knowledge and understanding of health and social care principles.** * **To be able to review evidence and draw conclusions of HSC concepts in a given context.** * **Organise and present detailed information using HSC terminology.** * **Communicate effectively with a range of service users, peers and staff using a variety of communication ‘tools.’** * **Critically assess the validity, reliability and credibility of data, reports and media.** * **Apply knowledge and understanding of HSC principles and concepts to carry out activities safely and reflect on them.** |  | |  |  | * **To identify and apply knowledge and understanding of health and social care principles.** * **To be able to review evidence and draw conclusions of HSC concepts in a given context.** * **Organise and present detailed information using HSC terminology.** * **Communicate effectively with a range of service users, peers and staff using a variety of communication ‘tools.’** * **Critically assess the validity, reliability and credibility of data, reports and media.** * **Apply knowledge and understanding of HSC principles and concepts to carry out activities safely and reflect on them.** |
| **Knowledge & Understanding**  **Key Topics per half Term** | Equality, diversity and rights in Health and Social Care   * Understand concepts of equality, diversity and rights and how these are applied in the context of health, social care and child care environments. * Understand the impact of discriminatory practices on individuals in health, social care and child care environments. * Understand how current legislation and national initiatives promote anti-discriminatory practice in health, social care and childcare environments. * Understand how equality, diversity and rights in health, social care and childcare environments are promoted.   Health, safety and security in HSC.   * Understand potential hazards in health, social care and child care environments. * Understand how legislation, policies and procedures promote health, safety and security in health, social care and child care environments. * Understand the roles and responsibilities involved in health, safety and security in health, social care and child care environments. * Know how to respond to incidents and emergencies in a health, social care or child care environment.   Nutrition for Health   * Know nutritional and diet guidelines. * Understand the functions of nutrients. * Understand factors which influence nutritional health. * Be able to make recommendations to improve nutritional health.   Anatomy and Physiology for HSC   * Understand the cardiovascular system, malfunctions and their impact on individuals. * Understand the respiratory system, malfunctions and their impact on individuals. * Understand the digestive system, malfunctions and their impact on individuals. * Understand the musculoskeletal system, malfunctions and their impact on individuals |  | |  |  | Anatomy and Physiology for HSC (Continued)  Sexual Health, Reproduction and Early Development  Understand sexual health and contraception.   * Understand the importance of pre-natal health and the process of conception. * Know the factors which could affect health in pregnancy and the success of the birth. Understand the stages of pregnancy and birth and the post-natal care of the mother. * Understand the care and development of the baby in the first year of life.   Building Positive Relationships in HSC   * Understand relationships in health, social care or child care environments. * Understand the factors that influence the building of relationships. * Understand how a person-centred approach builds positive relationships in health, social care or child care environment. * Be able to use communication skills effectively to build positive relationships in a health, social care or child care environment. |
| **Common Assessment of Progress and Performance**  **(CAPP)** | Effort taken from lesson participation, punctuality and quality of IS.  Homework can be a learning exercise for recall, research, completion of exam questions.  Grading can be based on most recent tests, coursework or external exam results. |  | |  |  | Effort taken from lesson participation, punctuality and quality of IS.  Homework can be a learning exercise for recall, research, completion of exam questions.  Grading can be based on most recent tests, coursework or external exam results. |
| **Wider Curriculum including extracurricular opportunities**  **e.g SMSC ,Careers and Employability , Literacy and Numeracy** | Literacy: coursework has to demonstrate a high level of literacy and correct use of HSC terminology.  Numeracy is demonstrated in nutritional calculations’ work.  Through case studies and coursework students are given an awareness of the range of potential job opportunities in HSC and early years’ services. |  | |  |  | Literacy: coursework has to demonstrate a high level of literacy and correct use of HSC terminology.  Community links are made through unit 1 :demonstrating communication skills and building positive relationships in a HSC environment. |
| **Attitudes & Attributes**  **Growth Mindset,**  **Independent Learning** | * **To foster perseverance in order to overcome challenges and deadlines throughout the course.** * **To encourage growth mindset to thrive on challenge; where failure is a springboard for growth and developing abilities**. |  | |  |  | * **To foster perseverance in order to overcome challenges and deadlines throughout the course.** * **To encourage growth mindset to thrive on challenge; where failure is a springboard for growth and developing abilities**. |