

## Health and Social Care

One person can make a difference, and everyone should try.

| 2021/22<br>CURRICULUM MAP       |         | Autumn 1  | Autumn 2  | Spring 1   | Spring 2  | Summer 1   | Summer 2   |
|---------------------------------|---------|---|---|--|---|--|--|
| OCR<br>Oxford Cambridge and RSA |         | Topic title RO22<br>Communication   | Topic title RO22<br>Communication   | Topic title . RO22<br>Communication  | Topic title RO22<br>Communication   | Topic titleRO21<br>Exam unit   | Topic title RO21<br>Exam unit  |
|                                 | Year 9  | RO22: .LO1 Learn<br>about the different<br>types of<br>communication skills<br>that care<br>practitioners use and<br>why they are<br>important.   | LO2 – Learn about<br>the barriers to<br>communication that<br>practitioners may<br>face and the different<br>techniques that can<br>be used to overcome<br>them.  | LO3 – Explore the<br>many different<br>essential, personal<br>qualities of<br>practitioners that are<br>necessary for<br>positively enhancing<br>individuals<br>experiences of care.   | LO4 - Develop your<br>knowledge of the<br>different aspects<br>involved in one - to -<br>one and group<br>interactions and<br>demonstrate the<br>communication skills<br>to meet individual<br>needs.   | LO1 – An<br>introduction to<br>equality, diversity<br>and rights which<br>affect workers in<br>Health and social<br>care and early years<br>settings on a daily<br>basis. A focus on how<br>to support individuals<br>rights, value diversity<br>and provide equal<br>opportunities. | LO2 - How care<br>workers can apply<br>the values of care<br>with individuals who<br>have different care<br>and support needs in<br>a variety of settings. |
|                                 | Year 10 | Unit title RO31 First<br>Aid  | Unit title RO31 First<br>Ald  | Unit title RO23 Body<br>Systems  | Unit title<br>RO23 Body Systems   | Unit title RO23 Body<br>Systems  | Unit title RO31 First<br>Aid   |
|                                 |         | LO1 - Learn how to<br>assess the scene of<br>an accident and what<br>immediate actions<br>should be taken.<br>Learn about<br>information that is<br>important for the<br>emergency services | LO2 - Learn about the<br>different types of<br>health emergency<br>that can occur in<br>health and social care<br>settings and develop<br>an understanding of<br>how to carry out first<br>aid procedures | LO1- An introduction<br>to three major body<br>systems - the<br>cardiovascular,<br>respiratory and<br>digestive systems.<br>Develop knowledge<br>and understanding of<br>how the body system<br>works and the<br>interaction of the<br>three systems | LO2 - Learn what<br>happens when the<br>body systems do not<br>function correctly by<br>exploring the<br>symptoms of<br>disorders and looking<br>at how these affect<br>the health and well<br>being of an<br>individual. Discover<br>methods and<br>techniques to<br>diagnose different<br>types of disorders. | LO3 - Find out about<br>methods used to<br>assess how well the<br>three body systems<br>are working , you will<br>carry out basic<br>measures of health<br>and learn how to<br>analyse the results.  | LO3- Demonstrate a<br>range of First aid<br>procedures   |

|         | Autumn 1  | Autumn 2   | Spring 1   | Spring 2   | Summer 1        | Summer 2               |
|---------|---|--|--|--|-----------------|------------------------|
|         | Unit title Coursework                                       | Unit title RO21 Exam<br>Unit   | Unit title RO21 Exam<br>Unit   | Unit title RO21  | Unit title RO21 |                        |
| Year 11 | Revisit each piece of<br>coursework for any<br>improvements | LO3 - Learn about<br>different types of<br>discrimination that<br>can occur and the<br>effects on<br>individuals. Current<br>legislation promoting<br>anti discriminatory<br>practice and its<br>impact on care<br>settings. | LO4 - Understanding<br>different procedures<br>care workers can use<br>to promote the<br>health and safety of<br>everyone in the<br>setting. | Revision Look at exam o<br>and build answers. Key<br>writing | -               | Pathways<br>Afterwards |