



HEALTH & SOCIAL CARE

CURRICULUM OVERVIEW



Quality of Education
NOTTINGHAM ACADEMY

HEALTH & SOCIAL CARE CURRICULUM- LONG TERM PLAN

CURRICULUM INTENT

At Nottingham Academy, our Health & Social Care curriculum follows the OCR Cambridge Nationals Level 1/2, where students are graded as Pass, Merit, or Distinction at either level, equivalent to performance points at GCSE. The qualification aims to inspire students to learn about the principles of care, support individuals through life events, and understand and apply fundamental person-centred values.

Our curriculum is designed to encourage students to think creatively and innovatively, developing independence and confidence in using skills relevant to the health and social care sector. The course is assessed through a combination of internal (60%) and external (40%) evaluations, ensuring a comprehensive understanding and application of the material.

Students will explore key concepts such as the principles of care, supporting individuals through various life events, and the importance of person-centred values. This knowledge is critical for students aspiring to work in the health and social care sector and for those who wish to apply these principles in their daily lives.

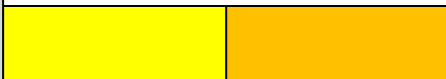













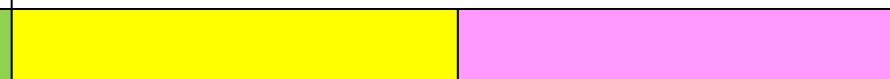



Adaptations for students with SEND needs include differentiated instruction and resources tailored to diverse learning requirements. We incorporate visual aids, practical activities, and technology to support understanding and engagement. Regular assessments and personalized feedback are integral to our approach, ensuring all students know more, remember more, and do more. By focusing on these principles, we aim to ensure every student can excel and thrive in Health & Social Care, gaining more knowledge, retaining it effectively, and applying it confidently.

Our ultimate goal is to prepare students to become compassionate, knowledgeable, and skilled individuals who can make meaningful contributions to the health and social care sector. By providing an engaging and comprehensive curriculum, we ensure that all students leave Nottingham Academy with the skills and knowledge they need to succeed and make a positive impact.

KEY CONCEPTS

<p>Rights of Service Users</p> <p>Understanding and ensuring the rights such as choice, confidentiality, consultation, equal and fair treatment, and protection from abuse and harm.</p>	<p>Person-Centred Values</p> <p>Applying person-centred values like individuality, choice, rights, independence, privacy, dignity, respect, partnership, and decision making.</p>	<p>Effective Communication</p> <p>Mastering verbal and non-verbal communication skills, active listening, and special methods of communication to meet the needs of service users.</p>	<p>Safeguarding and Protection</p> <p>Implementing safeguarding procedures and infection prevention measures to protect both service users and providers in various care settings.</p>
<p>Growth and Development through Life Stages</p> <p>Understanding physical, intellectual, emotional, and social development across different life stages and factors affecting growth and development.</p>	<p>Impacts of Life Events</p> <p>Recognizing and analysing the effects of expected and unexpected life events on individuals' physical, intellectual, emotional, social, and financial aspects.</p>	<p>Sources of Support</p> <p>Identifying and evaluating formal, informal, and charitable sources of support, and understanding the roles of practitioners and caregivers.</p>	<p>Planning and Delivering Creative Activities</p> <p>Planning and conducting creative and therapeutic activities, understanding their benefits, and evaluating the planning and delivery process.</p>

KEY CONCEPTS MAPPING

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Year 10	R033 Task 1 - Understanding Life Stages and Development	R033 Task 2a - Researching Life Events	R033 Task 2b - Recommending Support	Practical Skills and Educational Visits	Preparing for Creative and Therapeutic Activities	R034 Task 4 and Task 1b - Therapies and Their Benefits, and Planning Part of the Activity
						
Year 11	R034 Task 3 and Task 1 - Evaluating Creative Activities and Factors Considered	R032 Topic Area 1 and Topic Area 2 - Rights of Service Users and Person-Centred Values	R032 Topic Area 2 and Topic Area 3 - Person-Centred Values and Effective Communication	R032 Topic Area 3 and Topic Area 4 - Effective Communication and Protecting Service Users and Providers	R032 Exam Revision - Comprehensive Review and Practice	R032 Final Exam - Demonstrating Knowledge and Understanding
						
Year 12	Unit 2 - Equality, Diversity, and Rights in Health and Social Care	Unit 1 - Building Positive Relationships in Health and Social Care		Unit 10 - Nutrition for Health		
	Unit 3 - Health, Safety, and Security in Health and Social Care					
						
Year 13	Unit 4 - Anatomy and Physiology for Health and Social Care		Unit 14 - The Impact of Long-Term Physiological Conditions			
						

HEALTH & SOCIAL CARE KEY CONCEPTS

Rights of Service Users	Person-Centred Values	Effective Communication	Safeguarding and Protection
Growth and Development through Life Stages	Impacts of Life Events.	Sources of Support	Planning and Delivering Creative Activities

DISCIPLINARY LITERACY- KEYWORDS & TERMINOLOGY

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Year 10	<p>R034 Task 1 and Task 4 - Exploring Creative and Therapeutic Activities</p> <p>therapies, benefits, sensory, cognitive, expressive, physical, aromatherapy, hydrotherapy, rehabilitation, holistic</p> <p>Rotation:</p> <p>R033 Task 1 - Understanding Life Stages and Development</p> <p>infancy, adolescence, adulthood, milestone, puberty, menopause, cognitive, emotional, social, growth</p>	<p>R034 Task 1b, 2 and 3- Exploring Creative and Therapeutic Activities</p> <p>Rotation:</p> <p>R033 Task 2a - Researching Life Events</p> <p>bereavement, redundancy, disability, illness, relationship, separation, retirement, imprisonment, impact, transition</p>	<p>R034- Exploring Creative and Therapeutic Activities</p> <p>Rotation:</p> <p>R033 Task 2b - Recommending Support</p> <p>advocacy, counselling, therapy, support, intervention, guidance, resilience, accessibility, inclusivity, wellbeing</p>	<p>Practical Skills and Educational Visits</p> <p>workshop, observation, simulation, placement, interaction, participation, hands-on, excursion, practical, experiential</p> <p>Rotation:</p> <p>Practical Skills and Educational Visits</p> <p>workshop, observation, simulation, placement, interaction, participation, hands-on, excursion, practical, experiential</p>	<p>Practical Skills and Educational Visits and R033 introduction</p> <p>Rotation:</p> <p>Preparing for Creative and Therapeutic Activities</p> <p>aromatherapy, reminiscence, expressive, therapeutic, relaxation, stimulation, creativity, play therapy, art therapy</p>	<p>R033 Task 1 - Understanding Life Stages and Development</p> <p>infancy, adolescence, adulthood, milestone, puberty, menopause, cognitive, emotional, social, growth</p> <p>Rotation:</p> <p>R034 Task 4 and Task 1b - Therapies and Their Benefits, and Planning Part of the Activity</p> <p>reflexology, mindfulness, relaxation, intervention, activity, planning, resources, benefits, safety considerations, methodology</p>
Year 11	<p>Finishing R034 Task 3 and Task 1 - Evaluating Creative Activities and Factors Considered</p> <p>evaluation, feedback, reflection, improvement, analysis, assessment, effectiveness, consideration, intellectual abilities, physical abilities</p> <p>Rotation:</p> <p>R033 Task 2b - Recommending Support:</p> <p>advocacy, counselling, therapy, intervention, guidance, resilience, accessibility, inclusivity, personalized, empowerment</p>	<p>R032 Topic Area 1 and Topic Area 2 - Rights of Service Users and Person-Centred Values</p> <p>confidentiality, consultation, equality, dignity, independence, respect, partnership, individuality, empowerment, choice</p>	<p>R032 Topic Area 2 and Topic Area 3 - Person-Centred Values and Effective Communication</p> <p>empathy, listening, verbal, non-verbal, body language, rapport, clarity, barriers, interpretation, advocacy</p>	<p>R032 Topic Area 3 and Topic Area 4 - Effective Communication and Protecting Service Users and Providers</p> <p>safeguarding, protection, hygiene, infection, prevention, policy, procedure, security, supervision, training</p>	<p>R032 Exam Revision - Comprehensive Review and Practice</p> <p>revision, review, practice, assessment, preparation, consolidation, understanding, knowledge, skills, examination</p>	<p>R032 Final Exam - Demonstrating Knowledge and Understanding</p> <p>performance, demonstration, application, evaluation, comprehension, recall, synthesis, analysis, judgement, success</p>
Year 12	<p>Unit 2 - Equality, Diversity, and Rights in Health and Social Care</p> <p>equality, diversity, rights, discrimination, legislation, empowerment, advocacy, inclusion, stereotyping, prejudice</p> <p>Unit 3 - Health, Safety, and Security in Health and Social Care</p> <p>health, safety, risk assessment, security, infection control, safeguarding, hazards, emergency, policies, procedures</p>		<p>Unit 1 - Building Positive Relationships in Health and Social Care</p> <p>rapport, empathy, active listening, boundaries, confidentiality, non-verbal communication, trust, mutual respect, teamwork, feedback</p>		<p>Unit 10 - Nutrition for Health</p> <p>nutrition, diet, macronutrients, micronutrients, balanced diet, metabolism, dietary requirements, malnutrition, obesity, hydration</p>	
Year 13	<p>Unit 4 - Anatomy and Physiology for Health and Social Care</p> <p>homeostasis, cardiovascular, respiratory, digestive, nervous, musculoskeletal, pathology, physiology, anatomy, endocrine</p>		<p>Unit 14 - The Impact of Long-Term Physiological Conditions</p> <p>diabetes, cardiovascular disease, respiratory conditions, neurological disorders, symptoms, treatment, management, chronic, psychological, support</p>			

ADAPTATIONS FOR SEND STUDENTS IN HEALTH & SOCIAL CARE LESSONS

GENERAL HEALTH & SOCIAL CARE SEND STRATEGIES

<p>READING SUPPORT</p> <ul style="list-style-type: none"> Provide articles or textbooks with key terms related to health and social care, such as "person-centred care" and "safeguarding," underlined or emboldened to draw attention and aid in understanding. Conduct read-aloud sessions where teachers demonstrate fluent and expressive reading by reading a case study about a health care scenario out loud, emphasizing intonation to convey meaning and engagement. Encourage students to respond to comprehension questions using complete sentences by asking them to answer, "What are the benefits of aromatherapy?" in full sentences after reading about different types of therapies. Pre-teach key vocabulary before reading assignments and require its use in discussions by introducing terms like "confidentiality," "empathy," and "advocacy" before reading related texts, and encouraging students to use these words in their discussions. Provide students with ample time to think and formulate their responses during reading activities by giving them a few minutes to prepare their thoughts before discussing how safeguarding procedures protect service users after reading a passage on safeguarding. Create and distribute a glossary of key terms at the beginning of each unit by providing a word bank for a unit on effective communication, including definitions for terms like "non-verbal communication," "active listening," and "barriers to communication." Break down longer reading tasks into manageable sections with guiding questions by dividing a comprehensive article on the impacts of life events into sections, each with focused questions to aid understanding and analysis. Use the 'I do, We do, You do' approach to teach reading analysis and comprehension strategies by first modeling how to analyse a text about health promotion campaigns (I do), then practicing with the students (We do), and finally having students work independently (You do).
<p>EXAM PREPARATION</p> <ul style="list-style-type: none"> Integrate past exam papers into regular study sessions to familiarize students with the format and types of questions they will encounter. For instance, allocate time during each week for students to answer questions from past Health and Social Care exams, providing feedback and discussing model answers to improve their exam techniques. <p>ADDITIONAL SUPPORT</p> <ul style="list-style-type: none"> Incorporate educational technology tools such as online quizzes, flashcards, and interactive simulations to reinforce learning. For instance, use an app like Quizlet to create flashcards for key terms and concepts in Health and Social Care, allowing students to review and test their knowledge in a fun and interactive way.

SEND WITHIN HEALTH & SOCIAL CARE KEY CONCEPTS

<p>Rights of Service Users</p> <p>Adaptation for SEND Students: Use clear, simple language and visual aids to explain rights.</p> <p>Example: Provide a visual chart that illustrates the rights of service users, such as confidentiality and equal treatment, using icons and simplified text to ensure comprehension.</p>	<p>Person-Centred Values</p> <p>Adaptation for SEND Students: Create personalized learning plans that consider individual needs and preferences.</p> <p>Example: Develop a personalized learning activity that allows students to choose from various tasks based on their strengths and interests, ensuring they feel valued and respected.</p>	<p>Effective Communication</p> <p>Adaptation for SEND Students: Utilize alternative communication methods such as sign language, Makaton, or communication boards.</p> <p>Example: For a student with speech difficulties, use a communication board with pictures and symbols to help them express their thoughts and participate in class discussions.</p>	<p>Safeguarding and Protection</p> <p>Adaptation for SEND Students: Implement a buddy system to support students in understanding and following safeguarding procedures.</p> <p>Example: Pair a student with a learning disability with a peer buddy who can help them understand and practice hygiene routines, like proper handwashing, in a supportive manner.</p>
<p>Growth and Development through Life Stages</p> <p>Adaptation for SEND Students: Use multimedia resources to illustrate developmental stages in an engaging and accessible way.</p> <p>Example: Show an animated video that explains puberty and adolescence, breaking down complex information into manageable segments for easier understanding.</p>	<p>Impacts of Life Events</p> <p>Adaptation for SEND Students: Provide additional support and counselling to help students process and understand life events.</p> <p>Example: Arrange for a school counsellor to work with a student who has experienced a family separation, using age-appropriate language and activities to help them express their feelings.</p>	<p>Sources of Support</p> <p>Adaptation for SEND Students: Simplify information about support services and make it available in various formats.</p> <p>Example: Create a booklet with simple, illustrated explanations of different support services (e.g., counselling, medical care) and how to access them, ensuring it's available in both print and digital formats.</p>	<p>Practical Skills</p> <p>Adaptation for SEND Students: Modify activities to accommodate physical or cognitive limitations and provide necessary tools or aids.</p> <p>Example: Adapt a cooking lesson by providing specialized kitchen tools for students with fine motor skill difficulties and breaking down the recipe into clear, simple steps.</p>

LONG TERM PLAN- A CURRICULUM OVERVIEW

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Year 10	<p>R034 Task 1 and Task 4 - Exploring Creative and Therapeutic Activities</p> <p>Students will be introduced to Unit R034, focusing on creative and therapeutic activities. This period will cover various types of therapies used in health and social care settings, such as sensory, cognitive, expressive, and physical therapies. Students will explore the benefits of these therapies in terms of physical, intellectual, emotional, and social well-being. Additionally, they will learn about different types of creative activities and how these can positively impact individuals in health and social care settings. Students will also need to complete Task 4, which involves evaluating their performance and the effectiveness of the activities they have delivered, as well as part of Task 1, which includes understanding the types and benefits of creative and therapeutic activities. This term focuses on understanding these activities and their benefits, laying a solid foundation for planning and delivering creative activities in the following term.</p> <p>Rotation Unit:</p> <p>R033 Task 1 - Understanding Life Stages and Development</p> <p>Students will begin Unit R033, focusing on supporting individuals through life events. During this half term, they will concentrate on Task 1, which involves understanding life stages and key milestones of growth and development. Students will explore physical, intellectual, emotional, and social development across different life stages and the factors affecting growth and development. This foundational knowledge will prepare them for analysing life events and their impacts in the following terms.</p>	<p>R034 Task 1, Task 2, and Task 3 - Planning, Delivering, and Evaluating Creative Activities</p> <p>Students will continue with Unit R034 by completing the second part of Task 1, which involves planning the creative activities they learned about in the previous term. They will apply their knowledge to select appropriate activities considering individual abilities and needs, including physical, intellectual, emotional, and social factors. The planning process will involve setting aims, determining timescales, gathering necessary resources, ensuring safety, and effective communication methods. Students will then proceed to Task 2, where they will deliver their planned creative activities, supervise participants, and collect feedback. Finally, they will complete Task 3 by evaluating their performance, using the feedback gathered to assess the success of the activities and identify areas for improvement. This term emphasizes practical application, delivering activities, and reflective evaluation to enhance students' skills in health and social care.</p> <p>Rotation Unit:</p> <p>R033 Task 2a - Researching Life Events</p> <p>Students will progress to Task 2a of Unit R033, where they will research and identify expected and unexpected life events. They will study how these events impact individuals' physical, intellectual, emotional, social, and financial aspects. This task involves collecting and analysing information about various life events, helping students understand the diverse challenges individuals may face and how to support them effectively.</p>	<p>R034 Task 3 and R032 Topic 1 - Finalizing Creative Activities and Introducing Principles of Care</p> <p>Following the completion of R034, the course will transition to Unit R032, focusing on the Principles of Care in Health and Social Care Settings. This unit will introduce students to essential principles such as the rights of service users, person-centred values, and effective communication. The transition sets the stage for a deeper understanding of the foundational principles of health and social care.</p> <p>Rotation Unit:</p> <p>R033 Task 2b - Recommending Support</p> <p>In Half Term 3, students will complete Task 2b of Unit R033, focusing on recommending personalized support for individuals affected by life events. They will research and evaluate different sources of support, including formal, informal, and charitable organizations. Students will learn how to match support provision to specific individual needs and justify their recommendations. This task emphasizes the importance of providing tailored support to help individuals cope with life events effectively.</p>	<p>R032 Topic 2 - Deep Dive into Principles of Care and Practical Skills</p> <p>Students will delve into the detailed content of Unit R032, covering critical aspects like the rights of service users, person-centred values, and effective communication techniques in health and social care settings. Students will explore safeguarding and protection measures to ensure the well-being of both service users and providers. Alongside theoretical learning, this term will also introduce practical elements of the course. Students will participate in practical workshops to develop and apply communication skills, role-play safeguarding scenarios, and practice implementing person-centred care. This blend of theory and practice aims to solidify students' understanding and readiness for real-world applications.</p> <p>Rotation Unit:</p> <p>Practical Skills and Educational Visits</p> <p>Students will be introduced to the practical elements of the whole course during Half Term 4. This will include organizing trips and educational visits to relevant health and social care settings. These experiences will provide students with real-world insights and practical skills that are essential for their understanding and future applications in the field. Activities will focus on applying theoretical knowledge in practical scenarios, enhancing their learning experience.</p>	<p>R033 Task 1 - Supporting Individuals through Life Events</p> <p>Students will embark on Unit R033, which focuses on supporting individuals through life events. A new coursework assignment will be introduced, requiring students to understand and analyse life stages and development. They will identify expected and unexpected life events and assess their impacts on physical, intellectual, emotional, social, and financial aspects of individuals' lives. This term will emphasize starting the coursework assignment with initial research and case studies, providing students with a comprehensive understanding of how different life events influence individuals and the importance of tailored support.</p> <p>Rotation Unit:</p> <p>Preparing for Creative and Therapeutic Activities</p> <p>In preparation for Unit R034, students will spend Half Term 5 pre-teaching the theory necessary for the upcoming coursework. They will review concepts related to creative and therapeutic activities, including different types of therapies and creative activities used in health and social care settings. Students will learn about the benefits of these activities and how they can be effectively planned and delivered. This preparatory work will ensure students are ready to begin their coursework once the new assignment is released on June 1st.</p>	<p>R033 Task 1 - Deepening Understanding of Life Events and Support Systems</p> <p>Students will continue with Task 1 of Unit R033, further exploring the impacts of life events on individuals. They will delve deeper into identifying and evaluating sources of support, including formal, informal, and charitable organizations, and understanding the roles of various practitioners and caregivers. The coursework will involve in-depth analysis and possibly conducting interviews or further research to gather information on support systems. This term aims to enhance students' ability to recommend and justify personalized support strategies, ensuring they are well-prepared to meet the diverse needs of individuals experiencing significant life events.</p> <p>Rotation Unit:</p> <p>R034 Task 4 and Task 1b - Therapies and Their Benefits, and Planning Part of the Activity</p> <p>Students will start Unit R034 in Half Term 6 by completing Task 4 and part of Task 1b. Task 4 focuses on exploring different types of therapies and understanding their benefits in health and social care settings. Students will study therapies such as sensory, cognitive, expressive, and physical, and analyse their benefits for physical, intellectual, emotional, and social well-being. Additionally, they will begin Task 1b, which involves planning the creative activities, considering factors such as individual abilities, safety, and resources needed. This term will set the stage for further development and delivery of their planned activities in the following terms.</p>

<p>R034 Task 3 and Task 1 - Evaluating Creative Activities and Factors Considered</p> <p>Students will focus on finishing Unit R034. This term involves completing Task 3, which is the evaluation of their performance in delivering creative activities. They will use feedback collected to assess the effectiveness of their activities and identify areas for improvement. Additionally, they will revisit and complete part of Task 1, which involves analysing the factors considered when planning their activities, such as individual abilities, safety considerations, and the benefits to the participants. This term emphasizes reflection and critical analysis of their work.</p> <p>Rotation Unit:</p> <p>R033 Task 2b - Recommending Support</p> <p>In Half Term 3, students will complete Task 2b of Unit R033, focusing on recommending personalized support for individuals affected by life events. They will research and evaluate different sources of support, including formal, informal, and charitable organizations. Students will learn how to match support provision to specific individual needs and justify their recommendations. This task emphasizes the importance of providing tailored support to help individuals cope with life events effectively.</p>	<p>R032 Topic Area 1 and Topic Area 2 - Rights of Service Users and Person-Centred Values</p> <p>Students will begin preparing for the Unit R032 exam by focusing on Topic Area 1: Rights of Service Users in Health and Social Care Settings. They will learn about the fundamental rights of service users, including choice, confidentiality, consultation, equal and fair treatment, and protection from abuse and harm. Students will explore how these rights are applied in various health and social care settings and understand the importance of maintaining these rights to ensure the well-being of service users.</p> <p>In addition, students will start Topic Area 2: Person-Centred Values. They will begin learning about the core values that underpin effective care in health and social care settings, such as individuality, choice, rights, independence, privacy, dignity, respect, partnership, and encouraging decision-making. This term will involve both theoretical learning and practical examples to reinforce understanding.</p>	<p>R032 Topic Area 2 and Topic Area 3 - Person-Centred Values and Effective Communication</p> <p>Students will continue their preparation for the Unit R032 exam by completing Topic Area 2: Person-Centred Values. They will delve deeper into how these values are implemented by service providers to ensure that care is tailored to the unique needs of each individual. This term will also cover the qualities of a good service practitioner, including the 6Cs: care, compassion, competence, communication, courage, and commitment.</p> <p>Following this, students will begin Topic Area 3: Effective Communication. They will explore various communication techniques, both verbal and non-verbal, and the importance of active listening in health and social care settings. Students will learn how to adapt communication methods to meet the needs of different service users and understand the benefits of effective communication.</p>	<p>R032 Topic Area 3 and Topic Area 4 - Effective Communication and Protecting Service Users and Providers</p> <p>Students will complete their preparation for the Unit R032 exam by finishing Topic Area 3: Effective Communication. They will continue to explore various communication techniques and the importance of effective communication in health and social care settings.</p> <p>Students will then study Topic Area 4: Protecting Service Users and Providers. They will learn about safeguarding procedures, infection prevention measures, safety procedures, and security measures to protect both service users and providers in various care settings. This term will integrate practical scenarios to apply theoretical knowledge and ensure a comprehensive understanding of protecting service users and providers.</p>	<p>R032 Exam Revision - Comprehensive Review and Practice</p> <p>Students will dedicate this term to revising for the Unit R032 exam. They will review all the topic areas covered in the previous terms, including rights of service users, person-centred values, effective communication, and safeguarding procedures. The revision will include comprehensive review sessions, practice exams, and interactive activities to reinforce their understanding and improve exam techniques. Students will have the opportunity to clarify any doubts and strengthen their knowledge in preparation for the final exam.</p>	<p>R032 Final Exam - Demonstrating Knowledge and Understanding</p> <p>Students will complete the Unit R032 final exam during this term. This will be an opportunity for them to demonstrate their knowledge and understanding of the principles of care in health and social care settings. Following the exam, the course will conclude, marking the end of their study in Health and Social Care. This term will also include any final reflections and feedback on their learning journey throughout the course.</p>
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Year 12	<p>Unit 2 - Equality, Diversity, and Rights in Health and Social Care</p> <p>Students will focus on Unit 2, which covers Equality, Diversity, and Rights in Health and Social Care. This unit emphasizes understanding the importance of equality and diversity within health and social care settings, and the legal framework that supports these principles. Students will explore key concepts such as discrimination, legislation, and empowerment. They will learn to recognize and challenge stereotypes and prejudices, ensuring inclusive and equitable care for all service users. The unit aims to instil a strong foundation of respecting and promoting rights, advocating for individuals, and fostering an inclusive environment.</p> <p>Unit 3 - Health, Safety, and Security in Health and Social Care</p> <p>Students will also study Unit 3, which focuses on Health, Safety, and Security in Health and Social Care. This unit teaches the essential skills and knowledge required to maintain health and safety in care settings. Topics include risk assessments, infection control, safeguarding, and emergency procedures. Students will learn to identify potential hazards, implement safety policies, and respond effectively to emergencies. The goal is to ensure that students can create and maintain safe environments for both service users and providers.</p>	<p>Unit 1 - Building Positive Relationships in Health and Social Care</p> <p>Students will delve into Unit 1, Building Positive Relationships in Health and Social Care. This unit emphasizes the importance of building and maintaining positive relationships in health and social care environments. Students will learn about the principles of effective communication, the role of empathy and active listening, and the significance of establishing trust and mutual respect. They will explore various communication methods and strategies to overcome barriers, ensuring that relationships with service users, colleagues, and other professionals are constructive and supportive. This unit aims to equip students with the skills necessary for effective interpersonal interactions in their future careers.</p>	<p>Unit 10 - Nutrition for Health</p> <p>Students will focus on Unit 10, Nutrition for Health. This unit provides a comprehensive understanding of the role of nutrition in health and well-being. Students will study the components of a balanced diet, the functions of macronutrients and micronutrients, and the impact of nutrition on physical and mental health. They will learn to assess dietary requirements and plan nutritious meals for different population groups. The unit also addresses issues related to malnutrition, obesity, and hydration. By the end of this unit, students will be able to apply nutritional knowledge to promote health and prevent diet-related illnesses in various health and social care contexts.</p>
Year 13	<p>Unit 4 - Anatomy and Physiology for Health and Social Care</p> <p>Students will focus on Unit 4, which covers Anatomy and Physiology for Health and Social Care. This unit provides an in-depth understanding of the human body systems, their functions, and how they interrelate. Students will explore the structure and function of various systems, including the cardiovascular, respiratory, digestive, nervous, and musculoskeletal systems. They will learn about homeostasis, the effects of diseases and disorders on body systems, and the importance of anatomy and physiology knowledge in health and social care practice. This unit aims to equip students with the foundational scientific knowledge necessary to support and care for individuals effectively.</p>	<p>Unit 14 - The Impact of Long-Term Physiological Conditions</p> <p>Students will focus on Unit 14, which covers the Impact of Long-Term Physiological Conditions. This unit explores the nature and impact of long-term physiological conditions on individuals' health and well-being. Students will study various long-term conditions, such as diabetes, cardiovascular disease, respiratory conditions, and neurological disorders. They will learn about the symptoms, treatment options, and management strategies for these conditions. The unit also addresses the psychological, social, and economic effects of living with long-term conditions and the role of health and social care practitioners in providing support and care. This unit aims to develop students' understanding of chronic health issues and how to support individuals effectively.</p>	

NOTTINGHAM ACADEMY HEALTH & SOCIAL CARE & NATIONAL CURRICULUM COMPLIANCE

The Key Stage 3 National Curriculum includes several subjects and topics that link with Health and Social Care, providing foundational knowledge and skills that are relevant to the subject. Here are some of the key areas covered in KS3 that relate to Health and Social Care:

Science	Personal, Social, Health and Economic (PSHE) Education
<p>Nottingham Academy Curriculum Alignment:</p> <ul style="list-style-type: none"> Human Biology: Understanding the structure and functions of the human body, including the skeletal, muscular, and nervous systems, as well as the digestive, circulatory, and respiratory systems. Health and Disease: Learning about the causes of disease, the body's immune response, and how lifestyle choices affect health, including diet, exercise, and substance abuse. Reproduction and Development: Studying human reproduction, development from conception to birth, and the changes that occur during puberty. 	<p>Nottingham Academy Curriculum Alignment:</p> <ul style="list-style-type: none"> Physical Health and Wellbeing: Teaching about the importance of physical activity, balanced diet, and personal hygiene. Mental Health and Emotional Wellbeing: Understanding mental health issues, coping strategies, and the importance of emotional wellbeing. Healthy Relationships: Exploring the qualities of healthy relationships, including respect, consent, and effective communication.
Citizenship	Physical Education (PE)
<p>Nottingham Academy Curriculum Alignment:</p> <ul style="list-style-type: none"> Rights and Responsibilities: Learning about human rights, including the rights of children and young people, and the responsibilities that come with these rights. Community and Volunteering: Understanding the role of individuals and groups in supporting the community, including the importance of volunteering and helping others. 	<p>Nottingham Academy Curriculum Alignment:</p> <ul style="list-style-type: none"> Fitness and Health: Promoting physical fitness, the benefits of regular exercise, and understanding the link between physical activity and overall health. Teamwork and Cooperation: Developing skills in teamwork, cooperation, and leadership through sports and physical activities.