

HEALTH AND SOCIAL CARE

Curriculum intent

Health and Social Care supports students to appreciate the importance of putting people at the heart of care, delivering tailored support to meet individual wants and needs. Our curriculum empowers students to make positive choices about health, diet and lifestyle to help them live better for longer. Students learn to respect preferences, values and priorities when involving individuals in decisions about their care. They also develop a range of communication strategies and understand the impact of personal qualities when making connections with individuals

Careers

Studying Health and social Care provides the opportunity for students to follow a wide range of careers options. Students may explore the possibility of embarking on a career pathway with the NHS with roles including midwife, paediatrician, GP, occupational therapist and physiotherapist. Effective communication skills are explored which will support students in a wide range of career choices.

Curriculum strands:

| Providing effective care | Healthy lifestyle | Research | Practical skills |
|---|--|---|---|
| Students are introduced to the essentials of providing effective care including a consideration of the rights of individuals, values of care, hygiene, safety and security measures. Students are instilled with the importance of valuing individuals and ensuring that needs are met. | Students explore the factors that influence health and wellbeing including lifestyle choices, physical and mental health, education and socio-economic factors and access to health services. They also consider how barriers such as advertising, peer pressure, lack of support and cost can prevent individuals from leading a healthy life | Students develop their independent research skills to enable understanding of a range of health related issues. They learn to collect ,select and record information from a range of sources. | Students prepare and carry out an interview on an individual to gather information about 2 life events they have experienced. As part of R035 they select a current public health issue to plan a health promotion campaign for. They then deliver the campaign and collect feedback. |

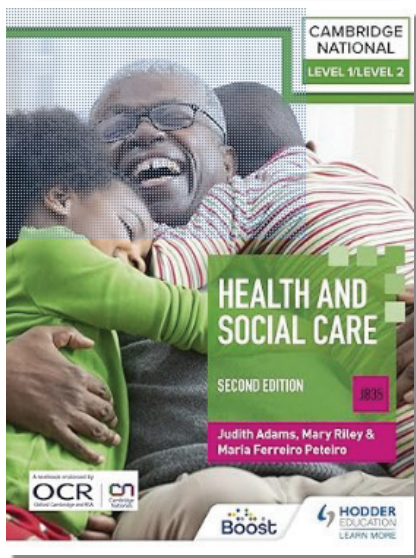
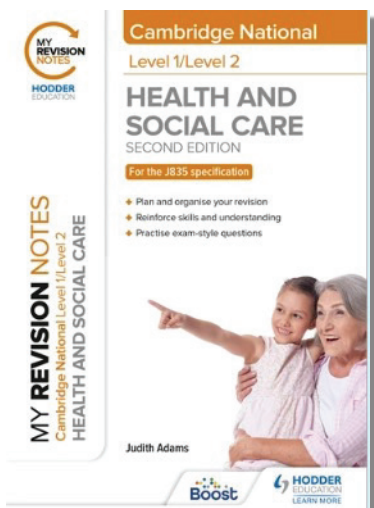
Examinations:

| Unit title | Topics | Weighting | Assessment |
|---|---|-------------------------|-----------------|
| R032- Examination. Principles of care in health and social care settings | <ul style="list-style-type: none"> The rights of service users. Person-centred values Effective communication Protecting service users and providers. | 70 marks 40% | 1 hr 15 |
| R033 - NEA. Supporting individuals through life events | <ul style="list-style-type: none"> Lite stages and development Life events and their impacts on individuals Sources of support | 60 marks 30% | 12 hours |
| R035 - NEA. Health promotion campaigns | <ul style="list-style-type: none"> Current public health issues and the impact on society Factors influencing health Plan and create a health promotion campaign Deliver and evaluate a health promotion campaign | 60 marks 40% | 12 hours |

Assessment

In Health and Social Care we use the on line teams application to complete home learning quizzes. Students are set a quiz to complete each week, that focuses on a particular aspect of their learning. Students are directed to a particular section(s) in their Knowledge Organiser and are required to use one of the home learning retrieval strategies such as mind map, brain dump, self-quizzing or look, cover, write, check to evidence completion of the task.

In the library



Student work

R033 - Supporting individuals through life events.
Task 1 Growth and Development through a life stage

I have chosen to describe the development of Millie through the adolescence life stage. I have changed her name to maintain her confidentiality. I will use PIES (physical, intellectual, emotional and social) to describe the development stages she has experienced.

Physical development

11-12 years

At this start of the life stage this is where girls begin to have growth spurts as they will begin to become taller which may start around the age of 10 years old and will peak at age 12. According to the website <https://kidshealth.org>, girls have a growth spurt between the ages of 10 and 14. This was the case for Millie as she started to grow extremely rapidly at the ages of 10 and 11 and began to slow down at the age of 14 and 15. At aged 11 she was 160 cm which is taller than average height. Millie often grew out of her clothes at this time period and her feet grew rapidly, meaning she often had to buy new shoes for school and dancing.

Usually during this life stage breasts start to develop. According to the website <https://www.healthychildren.org/>, "Girls usually begin puberty between the ages of 8 and 13 years old. The earliest sign of puberty in most girls is the development of breast "buds," nickel-sized bumps under the nipple. It is not unusual for breast growth to start on one side before the other. It's also common for breast buds to be somewhat tender or sore. Uneven breast growth and soreness are both totally normal and usually improve with time" this was in fact the case for Millie as when she was 11 her breasts started to develop this is due to the fact that the ovaries release oestrogen which causes fat in the connective tissue to collect and cause breast buds. Millie at this life stage began to grow breast buds and they were usually painful and tender. Millie's breast buds grew at various times meaning that one began to grow quicker than the other. She did not like this as she thought that she was different than other girls, however this wasn't the case as this is very common, but Millie felt as if this was only happening to her and often worried if she had something wrong with her. But her mum reassured her that this was completely normal for girls her age and she doesn't need to worry. It was around this time that her mum took her shopping for her first bra where she got measured properly to ensure she had the correct fit. This made Millie feel grown up and that she fitted in as many of her friends already had one.

When speaking to the children Jack should be **patient and use appropriate verbal communication** by speaking in a **soft tone of voice** to ensure they feel calm and to make sure they are not frightened. This will make sure their right to choice is maintained as they will understand the situation so they can make choices which will lead to them feeling safe.

right communication importance
 He should use appropriate **non verbal communication** by using **facial expressions** such as **smiling and try to be cheerful**. This instils trust in him and makes the children feel respected and valued. This supports the right to equal and fair treatment.

A further way to support their rights is to use **appropriate specialist forms of communication** such as **BSL** for children who have a hearing impairment. This will maintain the right to consultation as they will know what is happening and will be able to put their views across. This will make sure that they are empowered as they feel in control of what is happening to them.

Exam Stripped

Explain how Jack can use effective communication to ensure the child's rights are maintained (8 marks).

A further way to support their rights to use appropriate specialist forms of communication such as braille for people who are blind. This maintains the right equal and fair treatment. This will make sure that they feel valued and empowered.

Wednesday 22 May 2024
non verbal communication

do now

TA1
 1. Identify 3 rights protection from abuse and harm **confidentiality, choice**
 2. Describe one way to keep information confidential. **if writing notes on a computer make sure to lock all computers.**
 3. What is an advocate? **someone who speaks on behalf of someone.**

Non verbal communication can be

body language ✓

facial expressions ✓

hand gestures ✓

TA2
 1. Name 3 person centred values **privacy, independence, individuality**
 2. Identify one of the 6 Cs and describe one way that service providers can apply it. **commitment - a carer learning BSL to better communicate with a service user**
 3. List 3 health care settings **nursing home, dental practice, GP surgery** ✓

examples: non verbal communication

- facial expressions
- sign language
- body language

facial expressions

- a gesture executed by facial muscles

gestures

- a movement of part of body (especially head or hand) to convey an idea or meaning

body language: the conscious and unconscious body movements and postures