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| **Health and Social - Year 11 Medium Term Plan/SOW** | **The Academy of St Francis of Assisi** |
| **UNIT-R021** |  **OCR Cambridge Nationals** **Unit: Essential values of care for use with individuals in care settings** | **Number of lessons in sequence** | **21 x 1 hour lessons** |
| **Curricular Goals** (What do you intend students know about and be able to do by the end of the topic, or scheme of learning. Critical knowledge needed to inform later learning and wider contexts.  | **By the end of this unit students will:** This mandatory unit focuses on the rights of individuals and will instil the values of care to be used when working in a health, social care or early years environment. All good practice is based on these values and enables those who use and work in care settings to apply quality practice. The unit also provides an overview of legislation and its impact on the care settings and covers the hygiene, safety and security matters that relate to promoting a healthy and safe environment.On completion of the unit, learners will have gained an understanding of how to provide quality care for individuals, helping them to achieve their goals and how to apply the values of care so that individuals feel valued. Learners will also have gained an understanding of how regulatory frameworks aim to protect both individuals and care workers in settings and how procedures that are in place in care settings, aim to promote standards of hygiene and maintain safety and security for all who use or work within the setting.**Knowledge students will secure:** Many individuals who use services often feel vulnerable and are lacking in confidence. If staff are friendly in their approach, apply the values of good care and are supportive, as well as following the accepted procedures, those using the service will feel respected and assured that all is being done to promote their health and well-being. Studying this unit will enable the learner to understand how this is achieved.**Skills students will develop:** Learners will have the opportunity to apply their knowledge and understanding through the use of focused activities such as role-play, case studies and scenarios. The unit will prepare learners for the work place, enabling them to gain an understanding of how the values of care should be applied and how maintaining the rights of individuals will enable them to feel valued. | **Links to National Curriculum****Links to & building upon prior learningIncluding KS2 if Yr7** | **KS4:*** Actively engage in the processes of health and social care to develop as effective and independent learners.
* Understand aspects of personal development, and the health, social care and early years sectors, through investigation and evaluation of a range of services and organisations.
* Develop a critical and analytical approach to problem-solving within the health, social care and early years sectors;

**KS3 curriculum links**:* Lead healthy, active lives.
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| **2/3 tier vocabulary** | **Differentiation/Scaffolding/Support** | **Stretch and challenge opportunities in class, enrichment and home learning.** | **Opportunities for wider reading/Listening/watching.** |
| **Discrimination; Diversity; Dynavox; Empower; Equality; Interpreter; Jargon; Legislation**; **Lightwriter**; **PECS**; **Self – Esteem**; **Translation**Hyperlink for Knowledge Organiser here | **Knowledge support** – Commonly identified difficulties Support students in understanding the differences and links.**Reading support -**Use the visualiser to read through as a class, ask students to identify any words they don’t know and discuss meanings as a class and annotate. This is good practice and should be done for all reading tasks. **support** - Writing frames for 4 mark and 8-mark questions slowly reducing support to increase independence throughout the unit. Use the visualiser to model, share good practice to support students in developing confidence**Skill** | **Opportunities for inclusion of challenging content –** * Translated information for EAL students (K.O; exam questions; task sheets).
* Extension tasks for higher ability students based on OCR Technical Level 3 Health and Social

**Useful websites to stretch students**[**https://www.hse.gov.uk/healthservices/videos.htm**](https://www.hse.gov.uk/healthservices/videos.htm)[**https://uk.sagepub.com/en-gb/eur/study-skills-for-health-and-social-care-students/book232759**](https://uk.sagepub.com/en-gb/eur/study-skills-for-health-and-social-care-students/book232759) | **Read** – Teachers to select appropriate case studies to stretch high ability learners. <https://journals.sagepub.com/home/hsb> <https://onlinelibrary.wiley.com/journal/13652524> **Listen -** Select appropriate podcasts for retrieval<https://www.thinklocalactpersonal.org.uk/Latest/podcasts/> <https://www.kingsfund.org.uk/audio-video/podcast> <https://www.bbc.co.uk/programmes/b09541k4> https://www.researchinpractice.org.uk/all/content-pages/podcasts/**Watch** – Identify clips from YouTube linked to unit content[**https://www.scie.org.uk/socialcaretv/latest.asp**](https://www.scie.org.uk/socialcaretv/latest.asp)[**https://www.youtube.com/user/departmentofhealth**](https://www.youtube.com/user/departmentofhealth)[**https://vimeo.com/232052458**](https://vimeo.com/232052458) |

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| **Reducing the risk of sporting injury Lesson**  | **Sequence of learning Lesson title, theme, big question.** |  **Key Concepts/outcomes/knowledge and skills.** **(Coul\d also add lesson vocab here)** | **Assessment/ including specific content/ knowledge/skills tested.** **Green= self-assess/Purple=improve**  | **HWK. To be in books clearly marked** | **Furthering Cultural Capital.****&/or****Opportunities for reading** | **Recall of prior or future topics –**  | **Lesson resources including hyperlink to supporting websites & individual lessons.** **5xT+L essentials to be included in individual lessons,** |
| **Learning Outcome 1** |
| **1**  | **Why do individuals have rights?** | **Knowledge:** Different rights for individuals **Skill:** Apply knowledge and understanding**Key vocab** – rights | **ACTIVATE** – Short video - Learners could begin this topic by working in groups to identify what they think their rights are within the health care environment.**DEMONSTRATE QUESTIONS** – Self-Assessed**Extension exam question – Teacher assessed** | HW 1 – Page 3-5 of hwk booklet | Share podcast <https://player.fm/podcasts/Individual-Rights> Revision booklet and answer booklet.  | **Future Topic** – Importance of Rights | **BROADEN AND CONNECT** All PPTs and resources for individual lessons [T:\P.E\HEALTH AND SOCIAL\OPTION LESSONS\R021 - Exam\LO1\Lesson 1 - rights of the individual](file:///T%3A%5CP.E%5CHEALTH%20AND%20SOCIAL%5COPTION%20LESSONS%5CR021%20-%20Exam%5CLO1%5CLesson%201%20-%20rights%20of%20the%20individual) |
| **2** | **Why is it important to maintain rights?** | **Knowledge:** Importance of rights for individuals **Skill:** Apply knowledge and understanding**Key vocab** – self-esteem, empower, confidence,  | **ACTIVATE** - Without talking to anyone else, write down each of the 5 rights to individuals we looked at last lesson and DESCRIBE.Lesson 1 retrieval questions.**DEMONSTRATE QUESTIONS** – Self-Assessed**Extension exam question – Teacher assessed** | HW 2 – Page 6-7 of hwk booklet | BBC panorama on rights of elderly care: <http://www.youtube.com/watch?v=ulazCKOsFz8> | Recall Topic DO NOW – (Without talking to anyone else, write down each of the 5 rights to individuals we looked at last lesson). | **BROADEN AND CONNECT** [T:\P.E\HEALTH AND SOCIAL\OPTION LESSONS\R021 - Exam\LO2](file:///T%3A%5CP.E%5CHEALTH%20AND%20SOCIAL%5COPTION%20LESSONS%5CR021%20-%20Exam%5CLO2) |
| **3**  | **How care workers can support individuals, to maintain their rights** | **Knowledge:** Ways in which care workers can support individuals to maintain rights.**Skill:** Apply knowledge and understanding**Key vocab** – communication, discriminatory, procedure, advocacy  | **ACTIVATE** - Lesson 1- 2 retrieval questions.**DEMONSTRATE QUESTIONS** – Self-Assessed**Extension exam question – Teacher assessed** | HW 3 – Page 9-11 in hwk booklet | <https://www.youtube.com/watch?v=uu7v4yRc4vw>  | Recall Topic DO NOW – Memory Retrieval Task of previous Lesson 1-2. | **BROADEN AND CONNECT** [T:\P.E\HEALTH AND SOCIAL\OPTION LESSONS\R021 - Exam\LO3](file:///T%3A%5CP.E%5CHEALTH%20AND%20SOCIAL%5COPTION%20LESSONS%5CR021%20-%20Exam%5CLO3) |
| **4**  | **LO1 Retrieval and Extended Question Assessment** | **Knowledge:** Importance of rights for individuals; Ways in which care workers can support individuals to maintain rights; Different rights for individuals**Skill:** Essay writing structure | **ACTIVATE** – LO1 retrieval questions.OCR Exam Builder LO1 assessment - Teacher assessed | HW 4 – Page 12-14 in hwk booklet | Revision booklet and answer booklet.  | Recall Topic DO NOW – Memory Retrieval Task LO1 | Lesson resources  |
| **5**  | **LO1 Retrieval and Extended Question Improvement** | **Knowledge:** Importance of rights for individuals; Ways in which care workers can support individuals to maintain rights; Different rights for individuals**Skill:** Essay writing structure | **ACTIVATE** – LO1 retrieval improvements.OCR Exam Builder LO1 improvement - Teacher assessed | HW 5 – Page 15-17 in hwk booklet | Revision booklet and answer booklet.  |  | Lesson resources  |
| **Learning Outcome 2** |
| **6** | **To understand the Values of care in health and social care** | **Knowledge:** * Promoting equality and diversity
* Maintaining confidentiality
* Promoting rights and beliefs

**Skill:** Apply Knowledge and understanding**Key vocab** – discrimination; value; inequalities | **ACTIVATE** – Lesson 1 – 5 retrieval questions.**DEMONSTRATE QUESTIONS** – Self-Assessed**Extension exam question – Teacher assessed** | HW 6 – Page 18-20 in hwk booklet |  | Recall Topic DO NOW – Memory Retrieval Task of previous Lesson 1-5 | **BROADEN AND CONNECT** [**T:\P.E\HEALTH AND SOCIAL\OPTION LESSONS\R021 - Exam\LO2\Lesson 6 - Values of care**](file:///T%3A%5CP.E%5CHEALTH%20AND%20SOCIAL%5COPTION%20LESSONS%5CR021%20-%20Exam%5CLO2%5CLesson%206%20-%20Values%20of%20care) |
| **7** | **To understand the importance of values of care and how they are applied** | **Knowledge:** * Ensuring the welfare of the child is paramount
* Keeping children safe, and maintaining a healthy and safe environment
* Working in partnership with parents and guardians and families
* Encouraging children's learning and development
* Ensuring equality and diversity
* Practising anti – discrimination
* Ensuring confidentiality
* Working with other professionals

**Skill:** Apply Knowledge and understanding**Key vocab** – welfare | **ACTIVATE** – Lesson 1 – 6 retrieval questions.**DEMONSTRATE QUESTIONS** – Self-Assessed**Extension exam question – Teacher assessed** | HW 7 – Page 21-24 in hwk booklet | <http://www.stepintothenhs.nhs.uk/DR-The-Joy-of-Caring.aspx> | Recall Topic DO NOW – Memory Retrieval Task of previous Lesson 1-6 | **BROADEN AND CONNECT** [**T:\P.E\HEALTH AND SOCIAL\OPTION LESSONS\R021 - Exam\LO2\Lesson 7 - Early years values of care**](file:///T%3A%5CP.E%5CHEALTH%20AND%20SOCIAL%5COPTION%20LESSONS%5CR021%20-%20Exam%5CLO2%5CLesson%207%20-%20Early%20years%20values%20of%20care) |
| **8** | **Effects on people who use the service if values of care are not applied** | **Knowledge:** PhysicalIntellectualEmotionalSocial**Skill:** Apply Knowledge and understanding**Key vocab** – standardisation; practitioner | **ACTIVATE** – Lesson 1 – 7 retrieval questions.Reflective practice task**DEMONSTRATE QUESTIONS** – Self-Assessed**Extension exam question – Teacher assessed** | HW 8 – Page 33-36 in hwk booklet | <http://www.stepintothenhs.nhs.uk/DR-The-Benefits-of-The-NHS.aspx> | Recall Topic DO NOW – Memory Retrieval Task of previous Lesson 1-7 | **BROADEN AND CONNECT** [**T:\P.E\HEALTH AND SOCIAL\OPTION LESSONS\R021 - Exam\LO2\Lesson 8 - Effects on people**](file:///T%3A%5CP.E%5CHEALTH%20AND%20SOCIAL%5COPTION%20LESSONS%5CR021%20-%20Exam%5CLO2%5CLesson%208%20-%20Effects%20on%20people) |
| **9** | **LO1 & LO2 Retrieval and Extended Question Assessment** | **Knowledge:** Values of care; importance of values of care and how they are applied; Effects on people who use the service if values of care are not applied**Skill:** Essay writing structure | **ACTIVATE** – LO1 & LO2 retrieval questions.OCR Exam Builder LO2 assessment - Teacher assessed | Revision  | Revision booklet and answer booklet.  | Recall Topic DO NOW – Memory Retrieval Task LO1 & LO2 | Lesson Resources [here](file:///T%3A%5CP.E%5CHEALTH%20AND%20SOCIAL%5COPTION%20LESSONS%5CR021%20-%20Exam%5CLO2%5CLesson%209-10%20Extended%20Question%20and%20Improvement) |
| **10** | **LO1& LO2 Retrieval and Extended Question Improvement** | **Knowledge:** Values of care; importance of values of care and how they are applied; Effects on people who use the service if values of care are not applied**Skill:** Essay writing structure | **ACTIVATE** – LO1 & LO2 retrieval improvements.OCR Exam Builder LO2 improvement - Teacher assessed | Research types of legislation | Revision booklet and answer booklet.  |  | Lesson Resources [here](file:///T%3A%5CP.E%5CHEALTH%20AND%20SOCIAL%5COPTION%20LESSONS%5CR021%20-%20Exam%5CLO2%5CLesson%209-10%20Extended%20Question%20and%20Improvement) |
| **Learning Outcome 3** |
| **11** | **The key aspects of legislation which are relevant to following groups** | **Knowledge:** Children and Young PeopleEthnic MinoritiesPeople with DisabilitiesMen and WomenOlder AdultsVulnerable Adults**Skill:** Apply Knowledge and understanding**Key vocab** – Legislation | **ACTIVATE 1** – Lesson 1 – 8 retrieval questions.Reflective practice task.ACTIVATE 2 – Video on weird Laws**DEMONSTRATE QUESTIONS** – Self-Assessed**Extension exam question – Teacher assessed** | HW 9 – Page 42-45 in hwk booklet | [**https://www.england.nhs.uk/about/equality/equality-hub/resources/legislation/**](https://www.england.nhs.uk/about/equality/equality-hub/resources/legislation/) | Recall Topic DO NOW – Memory Retrieval Task of previous Lesson 1-8Further Topic – Legislation Acts | **BROADEN AND CONNECT**[**T:\P.E\HEALTH AND SOCIAL\OPTION LESSONS\R021 - Exam\LO3\Lesson 11 - Legislation**](file:///T%3A%5CP.E%5CHEALTH%20AND%20SOCIAL%5COPTION%20LESSONS%5CR021%20-%20Exam%5CLO3%5CLesson%2011%20-%20Legislation) |
| **12** | **Legislation Acts** | **Knowledge:** * **Equality Act 2010**
* **Children's Act 2004**
* **Health and Safety at work Act 1974 (HASAWA)**
* **Data Protection Act 1998**
* **Mental Health Act 2007**

**Skill:** Apply Knowledge and understanding**Key vocab** – Legislation | **ACTIVATE 1** – Lesson 1 – 11 retrieval questions.Reflective practice task.ACTIVATE 2 – Video on weird Laws**DEMONSTRATE QUESTIONS** – Self-Assessed**Extension exam question – Teacher assessed** | HW 10 – Page 46-50 in hwk booklet | [**https://www.legislation.gov.uk/**](https://www.legislation.gov.uk/) | Recall Topic DO NOW – Memory Retrieval Task of previous Lesson 1-11Further Topic – Impacts of legislation  | **BROADEN AND CONNECT**[**T:\P.E\HEALTH AND SOCIAL\OPTION LESSONS\R021 - Exam\LO3\Lesson 12 - Key aspects of legislation**](file:///T%3A%5CP.E%5CHEALTH%20AND%20SOCIAL%5COPTION%20LESSONS%5CR021%20-%20Exam%5CLO3%5CLesson%2012%20-%20Key%20aspects%20of%20legislation) |
| **13** | **How key legislation impacts on care practitioners; service providers; people who use services** | **Knowledge:** **Care practitioners****Service providers****People who use services****Skill:** Apply Knowledge and understanding**Key vocab** – Legislation | **ACTIVATE 1** – Lesson 1 – 12 retrieval questions.Reflective practice task.Activate 2: Match up the different key aspects and the Act they belong to**DEMONSTRATE QUESTIONS** – Self-Assessed**Extension exam question – Teacher assessed** | HW 11 – Page 51-54 in hwk booklet | [**https://hub.careinspectorate.com/national-policy-and-legislation/health-and-social-care-standards/**](https://hub.careinspectorate.com/national-policy-and-legislation/health-and-social-care-standards/) | Recall Topic DO NOW – Memory Retrieval Task of previous Lesson 1-12Further Topic – LO1; LO2;LO3 retrieval | **BROADEN AND CONNECT**[**T:\P.E\HEALTH AND SOCIAL\OPTION LESSONS\R021 - Exam\LO3\Lesson 13 - Impact of legislation**](file:///T%3A%5CP.E%5CHEALTH%20AND%20SOCIAL%5COPTION%20LESSONS%5CR021%20-%20Exam%5CLO3%5CLesson%2013%20-%20Impact%20of%20legislation) |
| **14** | **LO1 & LO2 & LO3 Retrieval and Extended Question Assessment** | **Knowledge:** Values of care; importance of values of care and how they are applied; Effects on people who use the service if values of care are not applied; Legislation **Skill:** Essay writing structure | **ACTIVATE** – LO1 & LO2 & LO3 retrieval questions.OCR Exam Builder LO3 assessment - Teacher assessed | Revision  | Revision booklet and answer booklet.  | Recall Topic LO1; LO2; LO3 | Lesson Resources [here](file:///T%3A%5CP.E%5CHEALTH%20AND%20SOCIAL%5COPTION%20LESSONS%5CR021%20-%20Exam%5CLO3%5CLesson%2014-15%20Extended%20Question%20and%20Improvement) |
| **15** | **LO1& LO2 & LO3 Retrieval and Extended Question Improvement** | **Knowledge:** Values of care; importance of values of care and how they are applied; Effects on people who use the service if values of care are not applied; Legislation**Skill:** Essay writing structure | **ACTIVATE** – LO1 & LO2 & LO3 retrieval improvements.OCR Exam Builder LO3 improvement - Teacher assessed | HW 12 – Page 55-58 in hwk booklet | Revision booklet and answer booklet.  | Further Topic – LO1; LO2; LO3 retrieval | Lesson Resources [here](file:///T%3A%5CP.E%5CHEALTH%20AND%20SOCIAL%5COPTION%20LESSONS%5CR021%20-%20Exam%5CLO3%5CLesson%2014-15%20Extended%20Question%20and%20Improvement) |
| **16** | **Personal Hygiene in a care setting** | **Knowledge:** Prevents the transfer of bacteriaBarrier methods reduce and prevent the spread of infectionNot wearing nail varnish removes the risk of contaminating wounds/foodHair tied back means that is doesn’t fall into foodNot wearing jewellery means bacteria doesn’t get trapped **Skill:** Apply Knowledge and understanding**Key vocab** – Bacteria; hygiene | **ACTIVATE 1** – Lesson 1 – 13 retrieval questions.Reflective practice task.**Activate 2:** Think, Pair and share bacteria**DEMONSTRATE QUESTIONS** – Self-Assessed**Extension exam question – Teacher assessed** | HW 13 – Page 59-60 in hwk booklet | [**https://www.youtube.com/watch?v=yD0uMCThflo**](https://www.youtube.com/watch?v=yD0uMCThflo) | Recall Topic DO NOW – Memory Retrieval Task of previous Lesson 1-13Further Topic – safety procedures | **BROADEN AND CONNECT**[**T:\P.E\HEALTH AND SOCIAL\OPTION LESSONS\R021 - Exam\LO4\Lesson 16 - Personal hygiene**](file:///T%3A%5CP.E%5CHEALTH%20AND%20SOCIAL%5COPTION%20LESSONS%5CR021%20-%20Exam%5CLO4%5CLesson%2016%20-%20Personal%20hygiene) |
| **17** | **Safety procedures in a care setting** | **Knowledge:** o emergency procedures (e.g. fire, evacuation) o equipment considerations (e.g. appropriate training, fit for purpose) o moving and handling techniques**Skill:** Apply Knowledge and understanding**Key vocab** – manual handling | **ACTIVATE 1** – Lesson 1 – 13 retrieval questions.Reflective practice task.**Activate 2**: Look at images and discuss (Think, Pair and share)**DEMONSTRATE QUESTIONS** – Self-Assessed**Extension exam question – Teacher assessed** | HW 14 – Page 61-64 in hwk booklet |  | Recall Topic DO NOW – Memory Retrieval Task of previous Lesson 1-16Further Topic – Security measures | **BROADEN AND CONNECT**[**T:\P.E\HEALTH AND SOCIAL\OPTION LESSONS\R021 - Exam\LO4\Lesson 17 - Safety procedures**](file:///T%3A%5CP.E%5CHEALTH%20AND%20SOCIAL%5COPTION%20LESSONS%5CR021%20-%20Exam%5CLO4%5CLesson%2017%20-%20Safety%20procedures) |
| **18** | **Security measures in a care setting** | **Knowledge:** o checking external entrances o monitoring of keys o security pads on doors o window locks to reporting of concerns to line managerso identifying staff, receiving and monitoring visitors**Skill:** Apply Knowledge and understanding**Key vocab** – external; monitoring;  | **ACTIVATE 1** – Lesson 1 – 13 retrieval questions.Reflective practice task.Activate 2: Watch video and discuss question.**DEMONSTRATE QUESTIONS** – Self-Assessed**Extension exam question – Teacher assessed** | HW 15 – Page 61-64 in hwk booklet | <https://www.youtube.com/watch?v=aOxIQnlYiv8>  | Recall Topic DO NOW – Memory Retrieval Task of previous Lesson 1-17Further Topic – Protecting Individuals | **BROADEN AND CONNECT**[T:\P.E\HEALTH AND SOCIAL\OPTION LESSONS\R021 - Exam\LO4\Lesson 18 - Security measures](file:///T%3A%5CP.E%5CHEALTH%20AND%20SOCIAL%5COPTION%20LESSONS%5CR021%20-%20Exam%5CLO4%5CLesson%2018%20-%20Security%20measures) |
| **19** | **Protecting Individuals in a care setting** | **Knowledge:** **Skill:** Apply Knowledge and understanding**Key vocab** –  | **ACTIVATE 1** – Lesson 1 – 13 retrieval questions.Reflective practice task.Activate 2: Watch video and discuss question.**DEMONSTRATE QUESTIONS** – Self-Assessed**Extension exam question – Teacher assessed** | HW 16 – Page 65-66 in hwk booklet | <https://www.youtube.com/watch?v=9QtwXkK9beo&feature=youtu.be>  | Recall Topic DO NOW – Memory Retrieval Task of previous Lesson 1-18Further Topic – LO1-LO4 retrieval | **BROADEN AND CONNECT**[T:\P.E\HEALTH AND SOCIAL\OPTION LESSONS\R021 - Exam\LO4\Lesson 19 - Protecting individuals](file:///T%3A%5CP.E%5CHEALTH%20AND%20SOCIAL%5COPTION%20LESSONS%5CR021%20-%20Exam%5CLO4%5CLesson%2019%20-%20Protecting%20individuals) |
| **20** | **LO1 & LO2 & LO3 & LO4 Retrieval and Extended Question Assessment** | **Knowledge:** Values of care; importance of values of care and how they are applied; Effects on people who use the service if values of care are not applied; Legislation; personal hygiene; security measures; safety procedures; protecting individuals**Skill:** Essay writing structure | **ACTIVATE** – LO1 & LO2 & LO3 & LO4 retrieval questions.OCR Exam Builder LO4 assessment - Teacher assessed | HW 17 – Page 67-68 in hwk booklet | Revision booklet and answer booklet.  | Recall Topic LO1; LO2; LO3, LO4 | Lesson Resources here |
| **21** | **LO1& LO2 & LO3 & LO4 Retrieval and Extended Question Improvement** | **Knowledge:** Values of care; importance of values of care and how they are applied; Effects on people who use the service if values of care are not applied; Legislation; personal hygiene; security measures; safety procedures; protecting individuals**Skill:** Essay writing structure | **ACTIVATE** – LO1 & LO2 & LO3 & LO4 retrieval improvements.OCR Exam Builder LO4 improvement - Teacher assessed | HW 18 – Page 69 in hwk booklet | Revision booklet and answer booklet.  |  | Lesson Resources here |