

Curriculum Map: Health & Social Care

Year 12

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Content Declarative knowledge “I know”</p>	<p>NJL Anatomy & Physiology</p> <p>LO1 Understand the cardiovascular system, malfunctions and their impact on individuals</p> <p>I know the...</p> <p>1.1 Composition of blood 1.2 Functions of blood 1.3 Structure of heart 1.4 Function of heart 1.5 Control and regulation of cardiac cycle 1.6 Types, structure and functions of blood 1.7 Formation of tissue fluid and lymph 1.8 Cardiovascular malfunctions 1.9 Monitoring, treatment and care needs for cardiovascular malfunctions (e.g. impact on lifestyle changes, medication, blood pressure readings, ECG traces,</p> <p>LO2 Understand the respiratory system, malfunctions and their impact on individuals</p> <p>I know the...</p> <p>2.1 Structure of respiratory system 2.2 Inspiration and expiration 2.3 Gaseous exchange 2.4 Cellular respiration 2.5 Respiratory malfunctions – possible causes and effects, i.e. • asthma</p>	<p>NJL Anatomy & Physiology</p> <p>LO3 Understand the digestive system, malfunctions and their impact on individuals</p> <p>I know the...</p> <p>3.1 Gross structure of digestive system and functions of component parts, i.e. 3.2 Mechanical and chemical digestion, 3.3 Digestive roles of liver and pancreas, i 3.4 Absorption and assimilation 3.5 Digestive 3.6 Monitoring, treatment and care needs for digestive malfunctions (e.g. impact on diet/lifestyle, endoscopy, ultrasound, lithotripsy and monitoring, medication)</p> <p>4. Understand the musculoskeletal system, malfunctions and their impact on individuals</p> <p>I know the...</p> <p>4.1 Structure of bone 4.2 Types of joint 4.3 Components of a synovial joint 4.4 Muscle action around a joint 4.5 Musculoskeletal malfunctions – possible causes and effects 4.6 Monitoring, treatment and care needs for musculoskeletal malfunctions (e.g. impact on lifestyle, clinical observation, blood tests, bone</p>	<p>NJL Anatomy & Physiology</p> <p>LO5 Understand the control and regulatory systems, malfunctions and their impact on individuals</p> <p>I know the...</p> <p>5.1 Components of nerve systems 5.2 Structure and function of brain 5.3 Nerve action 5.4 Organisation and function of endocrine system 5.5 Structure of kidney 5.6 Functions of kidney 5.7 Breakdown functions of liver 5.8 The concept of homeostasis 5.9 Malfunctions of control and regulatory systems – possible causes and effects 5.10 Monitoring, treatment and care needs for malfunctions of control and regulatory systems (e.g. impacts on lifestyle, physiotherapy, speech therapy, assistive technology, blood tests, urine tests, eye tests, biopsies, scans, medication, dialysis)</p> <p>LO6. Understand the sensory systems, malfunctions and their impact on individuals</p> <p>I know the...</p> <p>6.1 Structure of the eye</p>			

	<ul style="list-style-type: none"> • emphysema • cystic fibrosis <p>2.6 Monitoring, treatment and care needs for respiratory</p> <p>malfunctions (e.g. impact on lifestyle, inhalers, medication, peak flow, physiotherapy, spirometry, oxygen)</p>	<p>density scans, physiotherapy, exercise, dietary changes, assistive technology)</p>	<p>6.2 Structure of the ear</p> <p>6.3 Malfunctions of eye and ear – possible causes and effects</p> <p>6.4 Monitoring, treatment and care needs for malfunctions of the eye and the ear (e.g. impacts on lifestyle, visual aids, auditory aids, medication)</p>
	<p>KB</p> <p>Building Positive Relationships in Health & Social Care</p> <p>LO1. Understand relationships in health, social care or child care environments</p> <p>I know...</p> <p>1.1 Types of relationship, i.e.</p> <ul style="list-style-type: none"> • individuals who require care and support • families/advocates of individuals who require care and support • colleagues/peers • senior workers/managers • health and social care professionals/practitioners <p>1.2 Relationship contexts, i.e.</p> <ul style="list-style-type: none"> • formal or informal (e.g. professional boundaries, personal relationship) • one-to-one • group 	<p>KB</p> <p>Building Positive Relationships in Health & Social Care</p> <p>LO3. Understand how a person-centred approach builds positive relationships in health, social care or child care environments</p> <p>I know...</p> <p>3.1 Strategies to ensure a person centred approach, i.e.</p> <ul style="list-style-type: none"> • understand individual’s needs and preferences (e.g. initial face-to-face meeting with the individual, use of current information on individual/care plan, use of appropriate communication skills, recognition of wider relationships) • enabling and supporting an individual (e.g. use of advocates, interpreters, translators, signers, use of technological aids) • staff training (e.g. induction, statutory and mandatory training, additional staff training) 	<p>KB</p> <p>Sexual Health & Early Years Child Development</p> <p>LO1. Understand sexual health and contraception</p> <p>I know about...</p> <p>1.1 Sexual consent, i.e.</p> <ul style="list-style-type: none"> • Sexual Offences Act 2003 • statutory definition of consent • legal age of consent • sex and relationship education at school <p>1.2 Sexual health, i.e.</p> <ul style="list-style-type: none"> • Sexually Transmitted Infections (STIs), i.e. chlamydia bacterial vaginosis genital herpes gonorrhoea hepatitis pubic lice syphilis HIV/AIDS • personal safety (e.g. alcohol, nights out, transport, social media, ‘stranger danger’)

<p>• environment (e.g. hospital, care home, individual's home, supported living service, away from work setting)</p> <p>1.3 How context can impact relationships (e.g. maintaining independence (e.g. remaining in own home, using an aid to independence), temporary dependency (e.g. accident or injury))</p> <p>2. Understand the factors that influence the building of relationships</p> <p>2.1 Communication factors, i.e.</p> <ul style="list-style-type: none"> • verbal and non-verbal communication skills (e.g. appropriate pace, tone and pitch, awareness of dialect, effective questioning, active listening, body language, eye contact, touch, proximity, non-discriminatory language, avoiding slang and jargon, age appropriate, demonstrating empathy) • written (e.g. accurately recording information, avoiding slang and jargon, accurate spelling and grammar, non-discriminatory language) • special methods and adaptations (e.g. Makaton, British Sign Language, Braille, deafblind language, signs and symbols, technological aids) • theories of communication and application to health and social care contexts (e.g. Argyle's stages of the communication cycle, Tuckman's stages of group interaction, SOLER) <p>2.2 Cultural factors (e.g. race, religion, LGBT, language)</p>	<ul style="list-style-type: none"> • demonstrate professional behaviour (e.g. maintaining confidentiality, reflective practice, promotion of care values) <p>3.2 How a person-centred approach supports positive relationships, i.e.</p> <ul style="list-style-type: none"> • empowers individual • builds trust • develops mutual respect • recognises diversity • develops confidence (e.g. individual self-confidence, confidence in each other) • develops teamwork (e.g. between individual and professional, between colleagues, between professional and individual's family/advocates) • leads to additional benefits (e.g. encourages interaction with other professionals or services) <p>LO4. Be able to use communication skills effectively to build positive relationships in a health, social care or child care environment</p> <p>4.1 Communication skills, i.e.</p> <ul style="list-style-type: none"> • verbal and non-verbal communication skills (e.g. appropriate pace, tone and pitch, awareness of dialect, effective questioning, active listening, body language, touch, proximity, non-discriminatory language, avoiding slang and jargon, age-appropriate, demonstrating empathy, special methods and adaptations (e.g. Makaton, British Sign Language, deafblind language, Braille, signs and symbols, technological aids)) 	<ul style="list-style-type: none"> • grooming (e.g. Child Exploitation and Online Protection centre (CEOP), vulnerable groups (e.g. looked-after children, learning disabilities)) • medical checks (e.g. smear tests, self-examination (e.g. male and female), tests for STIs (e.g. GUM clinic)) <p>1.3 Methods of contraception, i.e.</p> <ul style="list-style-type: none"> • combined pill • female condoms • male condoms • contraceptive implant • contraceptive injection • contraceptive patch • diaphragms/caps • intrauterine device (IUD) • intrauterine system (IUS) • natural family planning • progestogen-only pill (mini pill) • vaginal ring • emergency contraception ('morning after pill') • female sterilisation • male sterilisation <p>LO2. Understand the importance of pre-natal health and the process of conception.</p> <p>2.1 Factors which can affect conception, i.e.</p> <ul style="list-style-type: none"> • smoking • alcohol • exercise • diet • prescribed and non-prescribed drugs • medical conditions (e.g. polycystic ovary syndrome, anorexia, amenorrhoea) 	
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<p>Skills Procedural Knowledge “I know how to”</p>	<p>NJL Anatomy & Physiology LO1 I know how to describe the identified components of the cardiovascular system and their functions.</p> <p>I know how to explain the likely causes and common symptoms of the conditions or malfunctions identified and be able to relate them to the structures studied. Only the conditions identified will be examined.</p> <p>I know how to analyse the impact of the identified conditions on individuals in terms of any necessary monitoring, routine treatment, lifestyle changes, care needs.</p> <p>LO2 I know how to describe the identified components of the respiratory system and their functions. I know how to explain the likely causes and common symptoms of the conditions or malfunctions identified and be able to relate</p>	<p>NJL Anatomy & Physiology LO3 I know how to be able to describe the identified components of the digestive system and their functions.</p> <p>I know how to explain the likely causes and common symptoms of the conditions or malfunctions identified and be able to relate them to the structures studied. Only the conditions identified will be examined.</p> <p>I know how to analyse the impact of the identified conditions on individuals in terms of any necessary monitoring, routine treatment, lifestyle changes, care needs.</p> <p>LO4 I know how to be able to describe the identified components of the musculoskeletal system and their functions.</p> <p>I know how to explain the likely causes and common symptoms of the conditions or malfunctions identified and be able to relate</p>	<p>NJL Anatomy & Physiology LO5 I know how to be able to describe the identified components of the control and regulatory systems and their functions. I know how to explain the likely causes and common symptoms of the conditions or malfunctions identified and be able to relate them to the structures studied. Only the conditions identified will be examined. I know how to analyse the impact of the identified conditions on individuals in terms of any necessary monitoring, routine treatment, lifestyle changes, care needs</p> <p>LO6 I know how to describe the identified components of the sensory systems and their functions.</p> <p>I know how to explain the likely causes and common symptoms of the conditions or malfunctions identified and be able to relate them to the structures studied. Only the conditions identified will be examined.</p>

	<p>them to the structures studied. Only the conditions identified will be examined. The learner needs to analyse the impact of the identified conditions on individuals in terms of any necessary monitoring, routine treatment, lifestyle changes, care needs</p> <p>KB Building Positive Relationships in Health & Social Care</p> <p>LO1: Understand relationships in health, social care or child care environments.</p> <p>I am able to consider and explain the range of relationships that can be built in health, social care and child care environments including with other members of staff, senior managers, individuals that require care and support and their families and advocates.</p> <p>I understand how context such as one-to-one interactions, being in an individual's own home or informal situations can affect relationships.</p> <p>LO2: Understand the factors that influence the building of relationships</p> <p>I am able to explore and understand the different communication methods which can be used in health, social care and childcare environments and when different methods might be suitable depending on the environment they are in or the person or people they are communicating with beliefs, culture or any physical or mental conditions they may have.</p>	<p>them to the structures studied. Only the conditions identified will be examined.</p> <p>I know how to analyse the impact of the identified conditions on individuals in terms of any necessary monitoring, routine treatment, lifestyle changes, care needs</p> <p>KB Building Positive Relationships in Health & Social Care</p> <p>LO3: Understand how a person-centred approach builds positive relationships in health, social care or child care environments</p> <p>I am able to understand an individual's circumstances through discussions with an individual or their family or advocates, by speaking to others involved in their care and by reviewing their history (our students do this through the use of role play/case studies)</p> <p>I understand what a person-centred approach to care is and what to do to adopt this approach.</p> <p>LO4: Be able to use communication skills effectively to build positive relationships in a health, social care or childcare environment</p> <p>I am able to demonstrate effective communication skills in both one-to-one and group contexts.</p> <p>I am able to reflect on my own interactions and then conduct further interactions in order to inform their justifications.</p>	<p>I know how to analyse the impact of the identified conditions on individuals in terms of any necessary monitoring, routine treatment, lifestyle changes, care needs</p> <p>KB Sexual Health & Early Years Child Development</p> <p>LO1 Understand sexual health and contraception</p> <p>I know how to describe how sexually transmitted infections can affect the health and wellbeing of an individual, summarise the ways in which an individual can protect themselves from unlawful and/or harmful intercourse, and explain the ways in which a range of contraceptives protect against pregnancy.</p> <p>I know how analyse approaches that may be taken to promote sexual health.</p> <p>I know how to evaluate the effectiveness of legislation in protecting individuals from unlawful and/or harmful intercourse.</p> <p>LO2 Understand the importance of pre-natal health and the process of conception Learners must be able to explain the process of conception.</p> <p>I am able to discuss the ways in which individuals can make sure that a healthy conception takes place.</p>
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<p>Strategies Conditional Knowledge “I know when to”</p>	<p>NJL Anatomy & Physiology I know when to illustrate answers will examples. I know when to illustrate examples with the correct amount of depth and detail for the type of question that I am responding to. I know when analysis is required by a question I know when evaluation is required by a question. KB Building Positive Relationships in Health & Social Care I know when I need to apply theory and knowledge to real life care settings. I know when to write using a reflective tone and in the first person and when to write in formal essay style. I know when I am required to use references I know when I am required to use relevant examples to assist my explanation. I know when to evaluate and come to a conclusion.</p>	<p>NJL Anatomy & Physiology I know when to illustrate answers will examples. I know when to illustrate examples with the correct amount of depth and detail for the type of question that I am responding to. I know when analysis is required by a question I know when evaluation is required by a question. KB Building Positive Relationships in Health & Social Care I know when I need to apply theory and knowledge to real life care settings. I know when to write using a reflective tone and in the first person and when to write in formal essay style. I know when I am required to use references I know when I am required to use relevant examples to assist my explanation. I know when to evaluate and come to a conclusion.</p>	<p>NJL Anatomy & Physiology I know when to illustrate answers will examples. I know when to illustrate examples with the correct amount of depth and detail for the type of question that I am responding to. I know when analysis is required by a question I know when evaluation is required by a question. KB Sexual Health & Early Years Child Development I know when I need to apply theory and knowledge to real life care settings. I know when to write using a reflective tone and in the first person and when to write in formal essay style. I know when I am required to use references I know when I am required to use relevant examples to assist my explanation. I know when to evaluate and come to a conclusion.</p>