

	Autumn	Spring	Summer
<p>Content- WHAT will be learned? Please use following links for specific details on what will be learnt in each unit: https://ocr.org.uk/Images/258654-building-positive-relationships-in-health-and-social-care.pdf https://ocr.org.uk/Images/258655-equality-diversity-and-rights-in-health-and-social-care.pdf https://ocr.org.uk/Images/258672-supporting-people-with-mental-health-conditions.pdf</p> <p>What previous learning can be linked?</p> <p>Why this order/sequence? Unit 1 and 2 take place first in year 12 as elements covered within these units provide key knowledge that can be drawn on in other units e.g., cultural factors are introduced in unit 1 and later applied to the promotion of equality and diversity in unit 2. Person-centred care is also introduced in unit 1 and then later applied to safeguarding individuals in unit 3. Unit 17 takes place in year 12 as it provides a fundamental basis of key knowledge that then is drawn on in later units e.g., legislation is introduced in unit 17 and then later applied to anti-discriminatory practice and promoting health, safety and security in later units.</p>	<p>Unit 1: Building positive relationships in health and social care What will be learned? Understanding of the various relationships that can be built in health and social care environments. Applications of communication and relationship building skills in a practical way. How different factors including context can impact on the building of positive relationships. How the concept of the person-centred approach helps with relationship building skills. How reflective practice can be used to ensure positive interactions.</p> <p>Unit 17: Supporting people with mental health conditions What will be learned? Understanding of the meaning of mental health and mental health needs. Understanding of issues linked with mental health and mental health promotion and support. Understanding of the effects of mental health conditions on an individual. Understanding of the various ways to promote mental wellbeing. Understanding of the various models of mental health. Understanding of legislation and guidance and service strategies in place to ensure inclusion for those with mental health conditions. What previous learning can be linked? Links with previous learning from unit 1- person-centred care approaches can be applied to this topic to explain how different treatment and support services can benefit individuals. Unit 1- understanding of how various relationships can be built can also be applied to this topic to help understand the impact of care and support received from various professionals.</p>	<p>Finishing Unit 17: Supporting people with mental health conditions What will be learned? Understanding of the meaning of mental health and mental health needs. Understanding of issues linked with mental health and mental health promotion and support. Understanding of the effects of mental health conditions on an individual. Understanding of the various ways to promote mental wellbeing. Understanding of the various models of mental health. Understanding of legislation and guidance and service strategies in place to ensure inclusion for those with mental health conditions. What previous learning can be linked? Links with previous learning from unit 1- person-centred care approaches can be applied to this topic to explain how different treatment and support services can benefit individuals. Unit 1- understanding of how various relationships can be built can also be applied to this topic to help understand the impact of care and support received from various professionals.</p> <p>Unit 2: Equality, diversity and rights in health and social care What will be learned? Understanding of what makes individuals diverse and how to promote diversity. Understanding of individuals rights and legislation in place to support individuals' rights. Understanding of the values of care and how these can be applied. Understand strategies that can be used to promote equality and respect diversity. Understand how to promote anti-discriminatory practices. Understand how to appropriately respond to discriminatory incidents. What previous learning can be linked? Links with previous learning from unit 1- person-centred care approaches can be applied to this topic to explain how the values of care can be applied to individuals. Unit 1- understanding of how various relationships can be built can also be applied to this topic to help understand the impact of discriminatory practices on an individual. Unit 17- understanding of legislation in place to ensure inclusion can be applied to help understand current legislation in place that promotes anti-discriminatory practice.</p>	<p>Finishing Unit 2: Equality, diversity and rights in health and social care What will be learned? Understanding of what makes individuals diverse and how to promote diversity. Understanding of individuals rights and legislation in place to support individuals' rights. Understanding of the values of care and how these can be applied. Understand strategies that can be used to promote equality and respect diversity. Understand how to promote anti-discriminatory practices. Understand how to appropriately respond to discriminatory incidents. What previous learning can be linked? Links with previous learning from unit 1- person-centred care approaches can be applied to this topic to explain how the values of care can be applied to individuals. Unit 1- understanding of how various relationships can be built can also be applied to this topic to help understand the impact of discriminatory practices on an individual. Unit 17- understanding of legislation in place to ensure inclusion can be applied to help understand current legislation in place that promotes anti-discriminatory practice.</p>
<p>Skills- What will be developed?</p> <p>Understanding of Pass, Merit and distinction level descriptors for portfolio units</p>	<p>Pass: at Pass, learners should be able to show sound knowledge of the basic elements of much of the content being assessed.</p> <p>Merit: At Merit, learners show good knowledge and understanding of many elements of the content being assessed and can regularly apply their understanding to different situations and problems.</p> <p>Distinction: At Distinction, learners show thorough knowledge and understanding of many elements of the content being assessed and apply their understanding to increasingly advanced and complex</p>	<p>Pass: at Pass, learners should be able to show sound knowledge of the basic elements of much of the content being assessed.</p> <p>Merit: At Merit, learners show good knowledge and understanding of many elements of the content being assessed and can regularly apply their understanding to different situations and problems.</p> <p>Distinction: At Distinction, learners show thorough knowledge and understanding of many elements of the content being assessed and apply their understanding to increasingly advanced and complex</p>	<p>Pass: at Pass, learners should be able to show sound knowledge of the basic elements of much of the content being assessed.</p> <p>Merit: At Merit, learners show good knowledge and understanding of many elements of the content being assessed and can regularly apply their understanding to different situations and problems.</p> <p>Distinction: At Distinction, learners show thorough knowledge and understanding of many elements of the content being assessed and apply their understanding to increasingly advanced and complex</p>

	<p>situations and problems. Detailed explanation, evaluation and analysis are undertaken.</p> <p>Develop essential knowledge and understanding of different areas of the subject and how they relate to each other.</p> <p>Develop their interest in and enthusiasm for the subject, including developing an interest in further study and careers associated with the subject.</p> <p>A greater understanding of and compassion for those that access the health and social care sector is developed throughout the course. Students will also develop their ability to look deeper and question the impact of the world around us on an individual. Group work and communication skills are developed when working independently to support each other with their learning and withing unit tasks. Communication skills are also developed through cold calling and feedback on assessments.</p>	<p>situations and problems. Detailed explanation, evaluation and analysis are undertaken.</p> <p>Develop essential knowledge and understanding of different areas of the subject and how they relate to each other.</p> <p>Develop their interest in and enthusiasm for the subject, including developing an interest in further study and careers associated with the subject.</p> <p>A greater understanding of and compassion for those that access the health and social care sector is developed throughout the course. Students will also develop their ability to look deeper and question the impact of the world around us on an individual. Group work and communication skills are developed when working independently to support each other with their learning and withing unit tasks. Communication skills are also developed through cold calling, regular practice at answering exam questions and feedback on assessments.</p>	<p>situations and problems. Detailed explanation, evaluation and analysis are undertaken.</p> <p>Develop essential knowledge and understanding of different areas of the subject and how they relate to each other.</p> <p>Develop their interest in and enthusiasm for the subject, including developing an interest in further study and careers associated with the subject.</p> <p>A greater understanding of and compassion for those that access the health and social care sector is developed throughout the course. Students will also develop their ability to look deeper and question the impact of the world around us on an individual. Group work and communication skills are developed when working independently to support each other with their learning and withing unit tasks. Communication skills are also developed through cold calling, regular practice at answering exam questions and feedback on assessments.</p>
<p>Key 'How'/'Why' Questions- What powerful knowledge will be gained? What areas/themes/concepts will be explored?</p>	<p>Unit 1: The methods that individuals require to build positive relationships and the factors that can support or prevent the building of positive relationships. This knowledge will provide students with the ability to analyse the impact of these factors in future units which require this understanding.</p> <p>Unit 17: The various approaches that individuals can take to support individuals with mental health conditions e.g., care/treatment, the influence of legislation in relation to mental health needs. This knowledge will help students to analyse how legislation can be used to protect individuals in future units which require this understanding. Students will also develop the understanding that there is not one explanation for mental health conditions, and these can be influenced by a variety of factors.</p> <p>Through the completion of unit 1 and 17 students will gain knowledge that takes them beyond their own perceptions and experiences of society. Students will gain knowledge of how different individuals interact and how wider factors can impact these interactions. Students will also gain integral skills that can be taken into their wider life experiences such as communication, compassion and empathy.</p>	<p>Unit 17: The various approaches that individuals can take to support individuals with mental health conditions e.g., care/treatment, the influence of legislation in relation to mental health needs. This knowledge will help students to analyse how legislation can be used to protect individuals in future units which require this understanding. Students will also develop the understanding that there is not one explanation for mental health conditions, and these can be influenced by a variety of factors.</p> <p>Unit 2: Questions such as what equality is, how can we promote diversity and how can we ensure our rights are maintained will be answered through exploration of the core care values and anti-discriminatory legislation, guidance and service strategies. This knowledge will help students to analyse the impact of legislation in this and future units which require this understanding.</p> <p>Through the completion of unit 2 and 17 students will gain knowledge that takes them beyond their own perceptions and experiences of society. Students will gain integral skills that can be taken into their wider life experiences such as compassion and empathy.</p>	<p>Unit 2: Questions such as what equality is, how can we promote diversity and how can we ensure our rights are maintained will be answered through exploration of the core care values and anti-discriminatory legislation, guidance and service strategies. This knowledge will help students to analyse the impact of legislation in this and future units which require this understanding.</p> <p>Through the completion of 17 students will gain knowledge that takes them beyond their own perceptions and experiences of society. Students will gain integral skills that can be taken into their wider life experiences such as compassion and empathy.</p>
<p>SEND- how will support be seen? Seating plans? Simplified questions?</p> <p>If any needs emerge throughout student's time studying Health and Social Care adaptations are made to ensure all students get the necessary support to be successful.</p>	<p>Seating plans are mixed.</p> <p>Oral and written modelling (on the board/displayed on the visualiser) Self, peer, and teacher assessments used to provide each student with individual feedback.</p> <p>Scaffolding of portfolio assignments and exam questions to ensure understanding of expectations of varied question styles that students will need to apply their knowledge to in health and social care. Cold calling questions pitched to enable all students to succeed. Access arrangements given during in class assessments. All materials used in lessons made available to all students digitally, via SharePoint, to enable students to access this outside of their lessons.</p>	<p>Seating plans are mixed.</p> <p>Oral and written modelling (on the board/displayed on the visualiser) Self, peer, and teacher assessments used to provide each student with individual feedback.</p> <p>Scaffolding of portfolio assignments and exam questions to ensure understanding of expectations of varied question styles that students will need to apply their knowledge to in health and social care. Cold calling questions pitched to enable all students to succeed. Access arrangements given during in class assessments. All materials used in lessons made available to all students digitally, via SharePoint, to enable students to access this outside of their lessons.</p>	<p>Seating plans are mixed.</p> <p>Oral and written modelling (on the board/displayed on the visualiser) Self, peer, and teacher assessments used to provide each student with individual feedback.</p> <p>Scaffolding of portfolio assignments and exam questions to ensure understanding of expectations of varied question styles that students will need to apply their knowledge to in health and social care. Cold calling questions pitched to enable all students to succeed. Access arrangements given during in class assessments. All materials used in lessons made available to all students digitally, via SharePoint, to enable students to access this outside of their lessons.</p>

<p>Assessment- What? Why?</p>	<p>Formal assessment</p> <p>Unit 1: students will complete 9 internally and externally assessed portfolio tasks. The tasks set will assess the full range of skills required by the exam board. There are 5 pass grade tasks, 3 merit grade tasks and 1 distinction grade task. Students complete all tasks rather than just the top-grade task as it is compulsory that all tasks are successfully completed to be awarded the top grade.</p> <p>Unit 17: students will complete 7 internally and externally assessed portfolio tasks. The tasks set will assess the full range of skills required by the exam board. There are 4 pass grade tasks, 2 merit grade tasks and 1 distinction grade task. Students complete all tasks rather than just the top-grade task as it is compulsory that all tasks are successfully completed to be awarded the top grade.</p> <p>Informal assessment</p> <p>Students will be assessed informally for both units through the use of cold and show calling. This will enable students to gain instant feedback on their portfolio work and provide the opportunity to tackle any misconceptions prior to the handing in of tasks.</p>	<p>Formal assessment</p> <p>Unit 17: students will complete 7 internally and externally assessed portfolio tasks. The tasks set will assess the full range of skills required by the exam board. There are 4 pass grade tasks, 2 merit grade tasks and 1 distinction grade task. Students complete all tasks rather than just the top-grade task as it is compulsory that all tasks are successfully completed to be awarded the top grade.</p> <p>Informal assessment</p> <p>Students will be assessed informally for this unit through the use of cold and show calling. This will enable students to gain instant feedback on their portfolio work and provide the opportunity to tackle any misconceptions prior to the handing in of tasks.</p> <p>Formal assessment</p> <p>Unit 2: Students will complete at least 1 formal assessment totalling 30 marks for learning objective taught during this term. The questions chosen will ensure that students are assessed on all skills they will be assessed on in their exam and will be selected from past paper questions. All groups will complete the same assessment. This is done to provide students with the opportunity to develop a strong understanding of the way they will be assessed during the exam they will sit at the end of this unit.</p> <p>Students will complete at least fortnightly informal assessments. These will be completed through the setting of satchel quizzes focussed on retrieval of previously covered areas. These are done to encourage students to retrieve previous topic content and to allow for the identification of common misconceptions or areas of concern.</p> <p>Students will also complete informal assessment during every lesson through the completion of exam practice questions completed at various points throughout the learning journey. This is done to allow students to receive regular feedback using live marking, peer or self-assessment methods.</p>	<p>Formal assessment</p> <p>Unit 2: During the first half of this term students will complete a full unit 2 mock examination. The past paper sat will be from the previous exam series. This is done as students are unable to access this via the exam board enabling a fairer assessment and feedback (individual and whole class) of any areas of concern.</p> <p>Students will also complete an external exam for this unit.</p> <p>Informal assessment</p> <p>Students will complete at least fortnightly informal assessments. These will be completed through the setting of satchel quizzes focussed on retrieval of previously covered areas. These are done to encourage students to retrieve previous topic content and to allow for the identification of common misconceptions or areas of concern.</p> <p>Students will also complete informal assessment during every lesson through the completion of exam practice questions completed at various points throughout the learning journey. This is done to allow students to receive regular feedback using live marking, peer or self-assessment methods.</p>
<p>What memory for learning skills will be required- modelling? Concrete answers? Retrieval?</p>	<p>Most lessons start with a retrieval practice activity on content previously covered. These activities take a variety of forms.</p> <p>Modelling both orally and in written form via use of the visualiser/embedded in the PPT is used on a regular basis.</p> <p>Model answer used in lessons and with formal assessments.</p> <p>Students encouraged to make/use revision flashcards on topics being covered/have been covered if they have completed their classwork tasks. Pre-made flashcards are available on student desks to enable further retrieval practice and are colour coded according to the topic that they relate to.</p> <p>Use of visualisers to show thinking skills when breaking down and answering an exam question.</p> <p>Cold calling regularly used to encourage retrieval.</p> <p>Regular use of knowledge organisers and satchel quizzes</p>	<p>Most lessons start with a retrieval practice activity on content previously covered. These activities take a variety of forms.</p> <p>Modelling both orally and in written form via use of the visualiser/embedded in the PPT is used on a regular basis.</p> <p>Model answer used in lessons and with formal assessments.</p> <p>Students encouraged to make/use revision flashcards on topics being covered/have been covered if they have completed their classwork tasks. Pre-made flashcards are available on student desks to enable further retrieval practice and are colour coded according to the topic that they relate to.</p> <p>Use of visualisers to show thinking skills when breaking down and answering an exam question.</p> <p>Cold calling regularly used to encourage retrieval.</p> <p>Regular use of knowledge organisers and satchel quizzes</p>	<p>Most lessons start with a retrieval practice activity on content previously covered. These activities take a variety of forms.</p> <p>Modelling both orally and in written form via use of the visualiser/embedded in the PPT is used on a regular basis.</p> <p>Model answer used in lessons and with formal assessments.</p> <p>Students encouraged to make/use revision flashcards on topics being covered/have been covered if they have completed their classwork tasks. Pre-made flashcards are available on student desks to enable further retrieval practice and are colour coded according to the topic that they relate to.</p> <p>Use of visualisers to show thinking skills when breaking down and answering an exam question.</p> <p>Cold calling regularly used to encourage retrieval.</p> <p>Regular use of knowledge organisers and satchel quizzes</p>

<p>Literacy- reading, extended accurate writing and oracy opportunities</p>	<p>All level 3 subject specific terminology is broken down, discussed, and explained in lessons with students to enable them to understand the texts they read throughout course – e.g., in exam papers, the textbook and wider reading.</p> <p>It is a compulsory element of the curriculum that students carry our wider reading to enable them to successfully complete their portfolio tasks during this term. They are also encouraged to carry out wider reading through the super-curriculum– a feedback form is provided for students, as part of this students are asked to write about any challenges they faced when reading super-curriculum article so that appropriate support can be offered.</p> <p>Writing strategies: make use of the I do/we do/you do to scaffold how to appropriately structure and write responses to portfolio tasks. Individual tailored feedback is provided to all students on how to develop their writing. Planning of portfolio tasks takes place prior to students writing responses.</p> <p>Oracy skills are developed during this term through completion of a compulsory one-to-one and group interaction. These skills are also developed through responding to cold call questions and the sharing of their ideas and opinions.</p>	<p>All level 3 subject specific terminology is broken, discussed, and All level 3 subject specific terminology is broken down, discussed, and explained in lessons with students to enable them to understand the texts they read throughout course – e.g., in exam papers, the textbook and wider reading.</p> <p>Exam scenarios/questions are read together and broken down to support understanding, key terminology is explained.</p> <p>It is a compulsory element of the curriculum that students carry our wider reading to enable them to successfully complete their portfolio tasks during this term. They are also encouraged to carry out wider reading through the super-curriculum– a feedback form is provided for students, as part of this students are asked to write about any challenges they faced when reading super-curriculum article so that appropriate support can be offered.</p> <p>Writing strategies: make use of the I do/we do/you do to scaffold how to appropriately structure and write responses to exam questions. Individual tailored feedback is provided to all students on how to develop their writing. Planning of long answer questions takes place prior to students writing responses. A large amount of practice and reflection on appropriate exam responses for different styles of question is carried out throughout the exam unit.</p> <p>Oracy skills are developed through responding to cold call questions and the sharing of their ideas and opinions.</p>	<p>All level 3 subject specific terminology is broken, discussed, and All level 3 subject specific terminology is broken down, discussed, and explained in lessons with students to enable them to understand the texts they read throughout course – e.g., in exam papers, the textbook and wider reading.</p> <p>Exam scenarios/questions are read together and broken down to support understanding, key terminology is explained.</p> <p>Students are encouraged to carry out wider reading through the super-curriculum– a feedback form is provided for students, as part of this students are asked to write about any challenges they faced when reading super-curriculum article so that appropriate support can be offered.</p> <p>Writing strategies: make use of the I do/we do/you do to scaffold how to appropriately structure and write responses to exam questions. Individual tailored feedback is provided to all students on how to develop their writing. Planning of long answer questions takes place prior to students writing responses. A large amount of practice and reflection on appropriate exam responses for different styles of question is carried out throughout the exam unit.</p> <p>Oracy skills are developed through responding to cold call questions and the sharing of their ideas and opinions.</p>
<p>Numeracy/computing skills</p>	<p>Students are required to complete portfolio tasks on computers programs such as word and PowerPoint.</p>	<p>Students are required to complete portfolio tasks on computers programs such as word and PowerPoint.</p> <p>During this term students will also be required to use satchel to complete their homework quizzes.</p>	<p>During this term students are required to use satchel to complete their homework quizzes.</p>
<p>Character development</p>	<p>During this term students will be learning about the various ways that relationships can be built, the factors that impact the building of relationships and how to successfully support individuals with mental health conditions. This will enable students to develop their ability to effectively communicate with a range of different individuals ensuring empathy and respect. Students will also develop their ability to work independently and try to find answers to queries they have themselves before seeking support from their teacher. Students will develop their ability to reflect and improve.</p>	<p>During this term students will be learning how to successfully support individuals with mental health conditions and how to promote equality, diversity and rights. This will enable students to develop their ability to effectively communicate with a range of different individuals ensuring empathy and respect. Students will also develop their ability to work independently and try to find answers to queries they have themselves before seeking support from their teacher. Students will develop their ability to reflect and improve.</p>	<p>During this term students will be learning how to promote equality, diversity and rights. This will enable students to develop their ability to effectively communicate with a range of different individuals ensuring empathy and respect. Students will also develop their ability to work independently and try to find answers to queries they have themselves before seeking support from their teacher. Students will develop their ability to reflect and improve.</p>
<p>Equality/Diversity opportunities</p>	<p>During this term students will explore a variety of ideas surrounding the successful building of relationships and how to ensure a person-centred approach. They will also explore the impacts of various relationships on individuals looking at concepts of inclusion and empowerment. This will allow them to develop a strong understanding, appreciation, and level of respect for diversity.</p> <p>All lessons and tasks are structured to ensure the needs of all students are met (access arrangements, adapted resources etc.)</p>	<p>During this term students will explore the impacts of various relationships on individuals looking at concepts of inclusion and empowerment. They will also explore the meaning behind the terms ‘equality, diversity and rights’, and the promotion of anti-discriminatory practice. This will allow them to develop a strong understanding, appreciation, and level of respect for equality and diversity.</p> <p>All lessons and tasks are structured to ensure the needs of all students are met (access arrangements, adapted resources etc.)</p>	<p>During this term students will explore the concepts of inclusion and empowerment. They will also explore the meaning behind the terms ‘equality, diversity and rights’, and the promotion of anti-discriminatory practice. This will allow them to develop a strong understanding, appreciation, and level of respect for equality and diversity.</p> <p>All lessons and tasks are structured to ensure the needs of all students are met (access arrangements, adapted resources etc.)</p> <p>The diversity of all students is recognised, and the support provided is individually tailored to provide the same opportunities for success for all students.</p>

	<p>The diversity of all students is recognised, and the support provided is individually tailored to provide the same opportunities for success for all students.</p> <p>Regular conversations around the ideas of inequality occur allowing for students to develop a deep understanding of the importance of equality an recognising and respecting individuals' differences.</p>	<p>The diversity of all students is recognised, and the support provided is individually tailored to provide the same opportunities for success for all students.</p> <p>Regular conversations around the ideas of inequality occur allowing for students to develop a deep understanding of the importance of equality an recognising and respecting individuals' differences.</p>	<p>Regular conversations around the ideas of inequality occur allowing for students to develop a deep understanding of the importance of equality an recognising and respecting individuals' differences.</p>
Homework/Independent learning	<p>All homework tasks to be set via satchel.</p> <p>Independent completion of portfolio tasks is expected during this term in line with exam board guidance.</p>	<p>All homework tasks to be set via satchel.</p> <p>Independent completion of portfolio tasks is expected during this term in line with exam board guidance.</p> <p>Satchel quizzes and revision of knowledge organisers to encourage continual retrieval practice of learning objectives covered.</p> <p>For the 30 marks in class assessment students will complete preparation for this as homework (e.g., revision of learning objectives, practice exam questions and planning responses to questions) and the assessment will be sat in class.</p>	<p>All homework tasks to be set via satchel.</p> <p>Satchel quizzes and revision of knowledge organisers to encourage continual retrieval practice of learning objectives covered.</p> <p>For the full mock assessment students will complete preparation for this as homework (e.g., revision of learning objectives, practice exam questions and planning responses to questions) and the assessment will be sat in class.</p> <p>For the external examination students will complete preparation for this as homework (e.g., revision of learning objectives, practice exam questions and planning responses to questions) and the assessment will be sat in class.</p>
CIAG coverage/links	<p>Health and social care cover a vast array of topics so the possible careers students could pursue post qualification are vast. This is because an understanding of health and social care will be useful in any career which involves interaction with others.</p> <p>For those students interested in pursuing a career specifically within the health and social care sector careers within this sector are mentioned during the majority of lessons as students have to have an understanding of professionals that work within these sectors to successfully complete the course.</p> <p>2023-2024 hoping to get individuals that work within the health and social care sector in to deliver talks to students.</p>	<p>Health and social care cover a vast array of topics so the possible careers students could pursue post qualification are vast. This is because an understanding of health and social care will be useful in any career which involves interaction with others.</p> <p>For those students interested in pursuing a career specifically within the health and social care sector careers within this sector are mentioned during the majority of lessons as students have to have an understanding of professionals that work within these sectors to successfully complete the course.</p> <p>2023-2024 hoping to get individuals that work within the health and social care sector in to deliver talks to students.</p>	<p>Health and social care cover a vast array of topics so the possible careers students could pursue post qualification are vast. This is because an understanding of health and social care will be useful in any career which involves interaction with others.</p> <p>For those students interested in pursuing a career specifically within the health and social care sector careers within this sector are mentioned during the majority of lessons as students have to have an understanding of professionals that work within these sectors to successfully complete the course.</p> <p>2023-2024 hoping to get individuals that work within the health and social care sector in to deliver talks to students.</p>

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Unit 3 takes place in year 13 as it continues to develop on knowledge and understanding gained from the previous completion of unit 1, 2 and 17 and can be applied to the safeguarding of individuals and promotion of health and safety.</p>	<p>Unit 4: Anatomy and Physiology for Health and Social Care What will be learned? Understanding of the structures and functions of the bodily system Understanding of the role played by different vital organs within the body. Understanding of the systems and organs involved in detecting and responding to change within the body. Understanding of the various malfunctions of the body that occur because of bodily degeneration including signs, symptoms, monitoring and treatments. Understanding of the effects of bodily malfunctions on individuals including impact on daily life, care needs and lifestyle changes.</p> <p>What previous learning can be linked? Links with previous learning from unit 1- person-centred care approaches can be applied to this topic to help understand the effects of malfunctions on individuals.</p> <p>Unit 10: Nutrition for health What will be learned? Understanding of the components of good nutrition. Understanding of the functions of nutrients. Understanding of the factors that influence nutritional health. Understanding of the impact of nutrition upon health and wellbeing. Understanding of how to improve nutritional health.</p> <p>What previous learning can be linked? Links with previous learning from unit 1- person-centred care approaches can be applied to this topic to help understand the impact of malfunctions caused by nutrition on an individual. Links with learning from unit 4- malfunctions of the bodily systems can be applied to help understand the impacts of nutrition upon health and wellbeing.</p>	<p>Unit 4: Anatomy and Physiology for Health and Social Care What will be learned? Understanding of the structures and functions of the bodily system Understanding of the role played by different vital organs within the body. Understanding of the systems and organs involved in detecting and responding to change within the body. Understanding of the various malfunctions of the body that occur because of bodily degeneration including signs, symptoms, monitoring and treatments. Understanding of the effects of bodily malfunctions on individuals including impact on daily life, care needs and lifestyle changes.</p> <p>What previous learning can be linked? Links with previous learning from unit 1- person-centred care approaches can be applied to this topic to help understand the effects of malfunctions on individuals.</p> <p>Unit 3: Health, Safety and Security in health and social care What will be learned? Understanding of the potential hazards that can arise within health and social care environments Understanding of how legislation, policies and procedures can promote health, safety and security in health and social care environments Understanding of the roles and responsibilities of all with regards to health, safety and security Understanding of how to respond to incidents and emergencies.</p> <p>What previous learning can be linked? Links with previous learning from unit 1- person-centred care approaches can be applied to this topic to help understand the impacts of abuse of individuals. Links with previous learning from unit 2- values of care can be applied to help understand the need for safeguarding. The impact of legislation can also be applied to help understand how legislation, policies and procedures promote health, safety and security.</p>	<p>Finishing Unit 4: Anatomy and Physiology for Health and Social Care What will be learned? Understanding of the structures and functions of the bodily system Understanding of the role played by different vital organs within the body. Understanding of the systems and organs involved in detecting and responding to change within the body. Understanding of the various malfunctions of the body that occur because of bodily degeneration including signs, symptoms, monitoring and treatments. Understanding of the effects of bodily malfunctions on individuals including impact on daily life, care needs and lifestyle changes.</p> <p>What previous learning can be linked? Links with previous learning from unit 1- person-centred care approaches can be applied to this topic to help understand the effects of malfunctions on individuals.</p> <p>Finishing Unit 3: Health, Safety and Security in health and social care What will be learned? Understanding of the potential hazards that can arise within health and social care environments Understanding of how legislation, policies and procedures can promote health, safety and security in health and social care environments Understanding of the roles and responsibilities of all with regards to health, safety and security Understanding of how to respond to incidents and emergencies.</p> <p>What previous learning can be linked? Links with previous learning from unit 1- person-centred care approaches can be applied to this topic to help understand the impacts of abuse of individuals. Links with previous learning from unit 2- values of care can be applied to help understand the need for safeguarding. The impact of legislation can also be applied to help understand how legislation, policies and procedures promote health, safety and security.</p>
<p>Skills- What will be developed?</p> <p>Understanding of Pass, Merit and distinction level descriptors for portfolio units</p>	<p>Pass: At Pass, learners should be able to show sound knowledge of the basic elements of much of the content being assessed.</p> <p>Merit: At Merit, learners show good knowledge and understanding of many elements of the content being assessed and can regularly apply their understanding to different situations and problems.</p> <p>Distinction: At Distinction, learners show thorough knowledge and understanding of many elements of the content being assessed and apply their understanding to increasingly advanced and complex situations and problems. Detailed explanation, evaluation and analysis are undertaken.</p> <p>Develop essential knowledge and understanding of different areas of the subject and how they relate to each other.</p>	<p>Pass: at Pass, learners should be able to show sound knowledge of the basic elements of much of the content being assessed.</p> <p>Merit: At Merit, learners show good knowledge and understanding of many elements of the content being assessed and can regularly apply their understanding to different situations and problems.</p> <p>Distinction: At Distinction, learners show thorough knowledge and understanding of many elements of the content being assessed and apply their understanding to increasingly advanced and complex situations and problems. Detailed explanation, evaluation and analysis are undertaken.</p> <p>Develop essential knowledge and understanding of different areas of the subject and how they relate to each other.</p>	<p>Pass: at Pass, learners should be able to show sound knowledge of the basic elements of much of the content being assessed.</p> <p>Merit: At Merit, learners show good knowledge and understanding of many elements of the content being assessed and can regularly apply their understanding to different situations and problems.</p> <p>Distinction: At Distinction, learners show thorough knowledge and understanding of many elements of the content being assessed and apply their understanding to increasingly advanced and complex situations and problems. Detailed explanation, evaluation and analysis are undertaken.</p> <p>Develop essential knowledge and understanding of different areas of the subject and how they relate to each other.</p>

	<p>Develop their interest in and enthusiasm for the subject, including developing an interest in further study and careers associated with the subject.</p> <p>A greater understanding of and compassion for those that access the health and social care sector is developed throughout the course. Students will also develop their ability to look deeper and question the impact of the world around us on an individual.</p> <p>Group work and communication skills are developed when working independently to support each other with their learning and withing unit tasks. Communication skills are also developed through cold calling and feedback on assessments.</p>	<p>Develop their interest in and enthusiasm for the subject, including developing an interest in further study and careers associated with the subject.</p> <p>A greater understanding of and compassion for those that access the health and social care sector is developed throughout the course. Students will also develop their ability to look deeper and question the impact of the world around us on an individual.</p> <p>Group work and communication skills are developed when working independently to support each other with their learning and withing unit tasks. Communication skills are also developed through cold calling, regular practice at answering exam questions and feedback on assessments.</p>	<p>Develop their interest in and enthusiasm for the subject, including developing an interest in further study and careers associated with the subject.</p> <p>A greater understanding of and compassion for those that access the health and social care sector is developed throughout the course. Students will also develop their ability to look deeper and question the impact of the world around us on an individual.</p> <p>Group work and communication skills are developed when working independently to support each other with their learning and withing unit tasks. Communication skills are also developed through cold calling, regular practice at answering exam questions and feedback on assessments.</p>
<p>Key 'How'/'Why' Questions- What powerful knowledge will be gained? What areas/themes/concepts will be explored?</p>	<p>Unit 4: Throughout the completion of unit 4 questions such as how different elements of the body work do together, what happens when the body fails to work in the correct way and how does the degeneration of particular organs impact an individual will be answered. This will allow students to analyse the impact of bodily malfunctions on individuals. This will also enable students to understand the diversity of needs amongst individuals.</p> <p>Unit 10: Completing unit 10 will provide students with a deep understanding of how to maintain nutritional health at all ages and the effect of poor nutritional health on physical and mental wellbeing. These are skills that students can take on and apply throughout their lives.</p> <p>Through the completion of unit 4 and 10 students will also gain knowledge that takes them beyond their own perceptions and experiences of society. Students will gain integral skills that can be taken into their wider life experiences such as compassion and empathy.</p>	<p>Unit 4: Throughout the completion of unit 4 questions such as how different elements of the body work do together, what happens when the body fails to work in the correct way and how does the degeneration of particular organs impact an individual will be answered. This will allow students to analyse the impact of bodily malfunctions on individuals. This will also enable students to understand the diversity of needs amongst individuals.</p> <p>Unit 3: The completion of unit 3 will provide students with the opportunity to answer questions such as what is safeguarding and how can we ensure individuals are safeguarded. This will provide students with an understanding of how to prevent harm and abuse. This is a skill that students can apply throughout their lives.</p> <p>Through the completion of unit 4 and 3 students will also gain knowledge that takes them beyond their own perceptions and experiences of society. Students will gain integral skills that can be taken into their wider life experiences such as compassion and empathy.</p>	<p>Unit 4: Throughout the completion of unit 4 questions such as how different elements of the body work do together, what happens when the body fails to work in the correct way and how does the degeneration of particular organs impact an individual will be answered. This will allow students to analyse the impact of bodily malfunctions on individuals. This will also enable students to understand the diversity of needs amongst individuals.</p> <p>Unit 3: The completion of unit 3 will provide students with the opportunity to answer questions such as what is safeguarding and how can we ensure individuals are safeguarded. This will provide students with an understanding of how to prevent harm and abuse. This is a skill that students can apply throughout their lives.</p> <p>Through the completion of unit 4 and 3 students will also gain knowledge that takes them beyond their own perceptions and experiences of society. Students will gain integral skills that can be taken into their wider life experiences such as compassion and empathy.</p>
<p>SEND- how will support be seen? Seating plans? Simplified questions?</p> <p>If any needs emerge throughout student's time studying Health and Social Care adaptations are made to ensure all students get the necessary support to be successful.</p>	<p>Seating plans are mixed.</p> <p>Oral and written modelling (on the board/displayed on the visualiser) Self, peer, and teacher assessments used to provide each student with individual feedback.</p> <p>Scaffolding of portfolio assignments and exam questions to ensure understanding of expectations of varied question styles that students will need to apply their knowledge to in health and social care.</p> <p>Cold calling questions pitched to enable all students to succeed.</p> <p>Access arrangements given during in class assessments. All materials used in lessons made available to all students digitally, via SharePoint, to enable students to access this outside of their lessons.</p>	<p>Seating plans are mixed.</p> <p>Oral and written modelling (on the board/displayed on the visualiser) Self, peer, and teacher assessments used to provide each student with individual feedback.</p> <p>Scaffolding of portfolio assignments and exam questions to ensure understanding of expectations of varied question styles that students will need to apply their knowledge to in health and social care.</p> <p>Cold calling questions pitched to enable all students to succeed.</p> <p>Access arrangements given during in class assessments. All materials used in lessons made available to all students digitally, via SharePoint, to enable students to access this outside of their lessons.</p>	<p>Seating plans are mixed.</p> <p>Oral and written modelling (on the board/displayed on the visualiser) Self, peer, and teacher assessments used to provide each student with individual feedback.</p> <p>Scaffolding of portfolio assignments and exam questions to ensure understanding of expectations of varied question styles that students will need to apply their knowledge to in health and social care.</p> <p>Cold calling questions pitched to enable all students to succeed.</p> <p>Access arrangements given during in class assessments. All materials used in lessons made available to all students digitally, via SharePoint, to enable students to access this outside of their lessons.</p>
<p>Assessment- What? Why?</p>	<p>Formal assessment</p> <p>Unit 10: students will complete 9 internally and externally assessed portfolio tasks. The tasks set will assess the full range of skills required by the exam board. There are 6 pass grade tasks, 2 merit grade tasks and 1 distinction grade task. Students complete all tasks rather than just the top-grade task as it is compulsory that all tasks are successfully completed to be awarded the top grade.</p>	<p>Formal assessment</p> <p>Unit 3: Students will complete at least 1 formal assessment totalling 30 marks for learning objectives taught during this term. The questions chosen will ensure that students are assessed on all skills they will be assessed on in their exam and will be selected from past paper questions. All groups will complete the same assessment. This is done to provide students with the opportunity to develop a strong</p>	<p>Formal assessment</p> <p>Unit 3: Students will complete at least 1 formal assessment totalling 30 marks for learning objectives taught during this term. The questions chosen will ensure that students are assessed on all skills they will be assessed on in their exam and will be selected from past paper questions. All groups will complete the same assessment. This is done to provide students with the opportunity to develop a strong</p>

	<p>Informal assessment Students will be assessed informally for this unit through the use of cold and show calling. This will enable students to gain instant feedback on their portfolio work and provide the opportunity to tackle any misconceptions prior to the handing in of tasks.</p> <p>Formal assessment Unit 4: Students will complete at least 1 formal assessment totalling 30 marks for learning objectives taught during this term. The questions chosen will ensure that students are assessed on all skills they will be assessed on in their exam and will be selected from past paper questions. All groups will complete the same assessment. This is done to provide students with the opportunity to develop a strong understanding of the way they will be assessed during the exam they will sit at the end of this unit.</p> <p>Informal assessments Students will complete at least fortnightly informal assessments. These will be completed through the setting of satchel quizzes focussed on retrieval of previously covered areas. These are done to encourage students to retrieve previous topic content and to allow for the identification of common misconceptions or areas of concern.</p> <p>Students will also complete informal assessment during every lesson through the completion of exam practice questions completed at various points throughout the learning journey. This is done to allow students to receive regular feedback using live marking, peer or self-assessment methods.</p>	<p>understanding of the way they will be assessed during the exam they will sit at the end of this unit.</p> <p>Informal assessments Students will complete at least fortnightly informal assessments. These will be completed through the setting of satchel quizzes focussed on retrieval of previously covered areas. These are done to encourage students to retrieve previous topic content and to allow for the identification of common misconceptions or areas of concern.</p> <p>Formal assessment Unit 4: Students will complete 1 formal assessment totalling 50 marks for learning objectives taught during this term. The questions chosen will ensure that students are assessed on all skills they will be assessed on in their exam and will be selected from past paper questions. All groups will complete the same assessment. This is done to provide students with the opportunity to develop a strong understanding of the way they will be assessed during the exam they will sit at the end of this unit.</p> <p>During the second half of this term students will complete a mock exam using a past paper. The past paper sat will be from the previous exam series. This is done as students are unable to access this via the exam board enabling a fairer assessment and feedback (individual and whole class) of any areas of concern.</p> <p>Informal assessments Students will complete at least fortnightly informal assessments. These will be completed through the setting of satchel quizzes focussed on retrieval of previously covered areas. These are done to encourage students to retrieve previous topic content and to allow for the identification of common misconceptions or areas of concern.</p> <p>Students will also complete informal assessment during every lesson through the completion of exam practice questions completed at various points throughout the learning journey. 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These are done to encourage students to retrieve previous topic content and to allow for the identification of common misconceptions or areas of concern.</p> <p>Formal assessment Unit 4: During this term students will sit their external examination for this unit.</p> <p>Informal assessments Students will complete at least fortnightly informal assessments. These will be completed through the setting of satchel quizzes focussed on retrieval of previously covered areas. These are done to encourage students to retrieve previous topic content and to allow for the identification of common misconceptions or areas of concern.</p> <p>Students will also complete informal assessment during every lesson through the completion of exam practice questions completed at various points throughout the learning journey. This is done to allow students to receive regular feedback using live marking, peer or self-assessment methods.</p>
<p>What memory for learning skills will be required- modelling? Concrete answers? Retrieval?</p>	<p>Most lessons start with a retrieval practice activity on content previously covered. These activities take a variety of forms.</p> <p>Modelling both orally and in written form via use of the visualiser/embedded in the PPT is used on a regular basis.</p> <p>Model answer used in lessons and with formal assessments.</p> <p>Students encouraged to make/use revision flashcards on topics being covered/have been covered if they have completed their classwork tasks. Pre-made flashcards are available on student desks to enable further retrieval practice and are colour coded according to the topic that they relate to.</p> <p>Use of visualisers to show thinking skills when breaking down and answering an exam question.</p>	<p>Most lessons start with a retrieval practice activity on content previously covered. These activities take a variety of forms.</p> <p>Modelling both orally and in written form via use of the visualiser/embedded in the PPT is used on a regular basis.</p> <p>Model answer used in lessons and with formal assessments.</p> <p>Students encouraged to make/use revision flashcards on topics being covered/have been covered if they have completed their classwork tasks. Pre-made flashcards are available on student desks to enable further retrieval practice and are colour coded according to the topic that they relate to.</p> <p>Use of visualisers to show thinking skills when breaking down and answering an exam question.</p>	<p>Most lessons start with a retrieval practice activity on content previously covered. These activities take a variety of forms.</p> <p>Modelling both orally and in written form via use of the visualiser/embedded in the PPT is used on a regular basis.</p> <p>Model answer used in lessons and with formal assessments.</p> <p>Students encouraged to make/use revision flashcards on topics being covered/have been covered if they have completed their classwork tasks. Pre-made flashcards are available on student desks to enable further retrieval practice and are colour coded according to the topic that they relate to.</p> <p>Use of visualisers to show thinking skills when breaking down and answering an exam question.</p>

	<p>Cold calling regularly used to encourage retrieval.</p> <p>Regular use of knowledge organisers and satchel quizzes</p>	<p>Cold calling regularly used to encourage retrieval.</p> <p>Regular use of knowledge organisers and satchel quizzes</p>	<p>Cold calling regularly used to encourage retrieval.</p> <p>Regular use of knowledge organisers and satchel quizzes</p>
<p>Literacy- reading, extended accurate writing and oracy opportunities</p>	<p>All level 3 subject specific terminology is broken, discussed, and All level 3 subject specific terminology is broken down, discussed, and explained in lessons with students to enable them to understand the texts they read throughout course – e.g., in exam papers, the textbook and wider reading.</p> <p>Exam scenarios/questions are read together and broken down to support understanding, key terminology is explained.</p> <p>It is a compulsory element of the curriculum that students carry our wider reading to enable them to successfully complete their portfolio tasks during this term. They are also encouraged to carry out wider reading through the super-curriculum– a feedback form is provided for students, as part of this students are asked to write about any challenges they faced when reading super-curriculum article so that appropriate support can be offered.</p> <p>Writing strategies: make use of the I do/we do/you do to scaffold how to appropriately structure and write responses to portfolio tasks and exam questions. Individual tailored feedback is provided to all students on how to develop their writing. Planning of portfolio tasks and long answer questions takes place prior to students writing responses. A large amount of practice and reflection on appropriate exam responses for different styles of question is carried out throughout the exam unit.</p> <p>Oracy skills are developed through responding to cold call questions and the sharing of their ideas and opinions.</p>	<p>All level 3 subject specific terminology is broken, discussed, and All level 3 subject specific terminology is broken down, discussed, and explained in lessons with students to enable them to understand the texts they read throughout course – e.g., in exam papers, the textbook and wider reading.</p> <p>Exam scenarios/questions are read together and broken down to support understanding, key terminology is explained.</p> <p>Students are encouraged to carry out wider reading through the super-curriculum– a feedback form is provided for students, as part of this students are asked to write about any challenges they faced when reading super-curriculum article so that appropriate support can be offered.</p> <p>Writing strategies: make use of the I do/we do/you do to scaffold how to appropriately structure and write responses to exam questions. Individual tailored feedback is provided to all students on how to develop their writing. Planning of long answer questions takes place prior to students writing responses. A large amount of practice and reflection on appropriate exam responses for different styles of question is carried out throughout the exam unit.</p> <p>Oracy skills are developed through responding to cold call questions and the sharing of their ideas and opinions.</p>	<p>All level 3 subject specific terminology is broken, discussed, and All level 3 subject specific terminology is broken down, discussed, and explained in lessons with students to enable them to understand the texts they read throughout course – e.g., in exam papers, the textbook and wider reading.</p> <p>Exam scenarios/questions are read together and broken down to support understanding, key terminology is explained.</p> <p>Students are encouraged to carry out wider reading through the super-curriculum– a feedback form is provided for students, as part of this students are asked to write about any challenges they faced when reading super-curriculum article so that appropriate support can be offered.</p> <p>Writing strategies: make use of the I do/we do/you do to scaffold how to appropriately structure and write responses to exam questions. Individual tailored feedback is provided to all students on how to develop their writing. Planning of long answer questions takes place prior to students writing responses. A large amount of practice and reflection on appropriate exam responses for different styles of question is carried out throughout the exam unit.</p> <p>Oracy skills are developed through responding to cold call questions and the sharing of their ideas and opinions.</p>
<p>Numeracy/computing skills</p>	<p>Students are required to complete portfolio tasks on computers programs such as word and PowerPoint.</p> <p>During this term students will also be required to use satchel to complete their homework quizzes.</p>	<p>During this term students are required to use satchel to complete their homework quizzes.</p>	<p>During this term students are required to use satchel to complete their homework quizzes.</p>
<p>Character development</p>	<p>The subject areas covered this term will enable students to develop their ability to develop their understanding of a range of different individuals leading to a developed understanding of how to show empathy and respect. Students will also continue to develop their ability to work independently and try to find answers to queries they have themselves before seeking support from their teacher. Students will develop their ability to reflect and improve.</p>	<p>The subject areas covered this term will enable students to develop their ability to develop their understanding of a range of different individuals leading to a developed understanding of how to show empathy and respect. Students will also continue to develop their ability to work independently and try to find answers to queries they have themselves before seeking support from their teacher. Students will develop their ability to reflect and improve.</p>	<p>The subject areas covered this term will enable students to develop their ability to develop their understanding of a range of different individuals leading to a developed understanding of how to show empathy and respect. Students will also continue to develop their ability to work independently and try to find answers to queries they have themselves before seeking support from their teacher. Students will develop their ability to reflect and improve.</p>
<p>Equality/Diversity opportunities</p>	<p>During this term students will explore the factors that can influence an individual’s nutritional health e.g., sociocultural impacts on diet. They will also explore the impacts that nutritional health can have on an individual’s bodily system through looking explorations of the causes of</p>	<p>During this term students will explore the impacts that nutritional health can have on an individual’s bodily system through looking explorations of the causes of bodily malfunctions. They will also look at legislation, policies and procedures that promote safety. This will allow them to develop a strong understanding and appreciation of</p>	<p>During this term students will explore the impacts that nutritional health can have on an individual’s bodily system through looking explorations of the causes of bodily malfunctions. They will also look at legislation, policies and procedures that promote safety. This will allow them to develop a strong understanding and appreciation of</p>

	<p>bodily malfunctions. This will allow them to develop a strong understanding and appreciation of individuals' diversity.</p> <p>All lessons and tasks are structured to ensure the needs of all students are met (access arrangements, adapted resources etc.)</p> <p>The diversity of all students is recognised, and the support provided is individually tailored to provide the same opportunities for success for all students.</p> <p>Regular conversations around causes of inequality occur allowing for students to develop a deep understanding of the importance of equality an recognising and respecting individuals' differences.</p>	<p>individuals' diversity and how to protect the most vulnerable individual's safety.</p> <p>All lessons and tasks are structured to ensure the needs of all students are met (access arrangements, adapted resources etc.)</p> <p>The diversity of all students is recognised, and the support provided is individually tailored to provide the same opportunities for success for all students.</p> <p>Regular conversations around causes of inequality occur allowing for students to develop a deep understanding of the importance of equality an recognising and respecting individuals' differences.</p>	<p>individuals' diversity and how to protect the most vulnerable individual's safety.</p> <p>All lessons and tasks are structured to ensure the needs of all students are met (access arrangements, adapted resources etc.)</p> <p>The diversity of all students is recognised, and the support provided is individually tailored to provide the same opportunities for success for all students.</p> <p>Regular conversations around causes of inequality occur allowing for students to develop a deep understanding of the importance of equality an recognising and respecting individuals' differences.</p>
Homework/Independent learning	<p>All homework tasks to be set via satchel.</p> <p>Independent completion of portfolio tasks is expected during this term in line with exam board guidance.</p> <p>Satchel quizzes and revision of knowledge organisers to encourage continual retrieval practice of learning objectives covered.</p> <p>For the 30 marks in class assessment students will complete preparation for this as homework (e.g., revision of learning objectives, practice exam questions and planning responses to questions) and the assessment will be sat in class.</p>	<p>All homework tasks to be set via satchel.</p> <p>Satchel quizzes and revision of knowledge organisers to encourage continual retrieval practice of learning objectives covered.</p> <p>For the 30 and 50 marks in class assessments students will complete preparation for this as homework (e.g., revision of learning objectives, practice exam questions and planning responses to questions) and the assessment will be sat in class.</p> <p>For the full mock assessment students will complete preparation for this as homework (e.g., revision of learning objectives, practice exam questions and planning responses to questions) and the assessment will be sat in class.</p>	<p>All homework tasks to be set via satchel.</p> <p>Satchel quizzes and revision of knowledge organisers to encourage continual retrieval practice of learning objectives covered.</p> <p>For the full mock assessment students will complete preparation for this as homework (e.g., revision of learning objectives, practice exam questions and planning responses to questions) and the assessment will be sat in class.</p> <p>For the external examinations students will complete preparation for this as homework (e.g., revision of learning objectives, practice exam questions and planning responses to questions) and the assessment will be sat in class.</p>
CIAG coverage/links	<p>Health and social care cover a vast array of topics so the possible careers students could pursue post qualification are vast. This is because an understanding of health and social care will be useful in any career which involves interaction with others.</p> <p>For those students interested in pursuing a career specifically within the health and social care sector careers within this sector are mentioned during the majority of lessons as students have to have an understanding of professionals that work within these sectors to successfully complete the course.</p> <p>2023-2024 hoping to get individuals that work within the health and social care sector in to deliver talks to students.</p>	<p>Health and social care cover a vast array of topics so the possible careers students could pursue post qualification are vast. This is because an understanding of health and social care will be useful in any career which involves interaction with others.</p> <p>For those students interested in pursuing a career specifically within the health and social care sector careers within this sector are mentioned during the majority of lessons as students have to have an understanding of professionals that work within these sectors to successfully complete the course.</p> <p>2023-2024 hoping to get individuals that work within the health and social care sector in to deliver talks to students.</p>	<p>Health and social care cover a vast array of topics so the possible careers students could pursue post qualification are vast. This is because an understanding of health and social care will be useful in any career which involves interaction with others.</p> <p>For those students interested in pursuing a career specifically within the health and social care sector careers within this sector are mentioned during the majority of lessons as students have to have an understanding of professionals that work within these sectors to successfully complete the course.</p> <p>2023-2024 hoping to get individuals that work within the health and social care sector in to deliver talks to students.</p>