

## Walthamstow Academy - Year 11 Curriculum Experience Health and Social Care

Term	HEALTH AND SOCIAL CARE Curriculum Content	Assessment(s)	Extra-Curricular Options <i>(Places to visit; videos; wider reading; clubs to join)</i>
<p><b>Year 11 Curriculum Overview:</b></p> <p><b>Component 2: Health and Social Care Services and Values</b></p> <p>Students will study and explore practically, health and social care services and how they meet the needs of real service users. They also develop skills in applying care values.</p> <p>Providing good health and social care services is very important and a set of ‘care values’ exists to ensure that this happens. Care values are important because they enable people who use health and social care services to get the care they need and to be protected from different sorts of harm. This component will give you an understanding of health and social care services and will help students develop skills in applying care values that are common across the sector (some of which are transferable to other sectors that involve interactions with clients or customers).</p> <p>Learning aims:</p> <p>A Understand the different types of health and social care services and barriers to accessing them</p> <p>B Demonstrate care values and review own practice.</p>			<p><a href="https://www.futurelearn.com/info/courses/step-into-social-care/0/steps/159258#:~:text=Professional%20Values%20of%20Social%20Care&amp;text=Dignity,Privacy%20and%20confidentiality%20of%20information">https://www.futurelearn.com/info/courses/step-into-social-care/0/steps/159258#:~:text=Professional%20Values%20of%20Social%20Care&amp;text=Dignity,Privacy%20and%20confidentiality%20of%20information</a></p>
Year 11 HT1	<p><b>Understand the different types of health and social care services and barriers to accessing them</b></p> <ul style="list-style-type: none"> <li>• A1 Health and social care services</li> <li>• Learners will explore the health and social care services that are available and why individuals may need to use them.</li> <li>• Different health care services and how they meet service user needs: <ul style="list-style-type: none"> <li>○ primary care, e.g. GPs, dental care, optometry, community health care</li> <li>○ secondary and tertiary care, e.g. specialist medical care</li> <li>○ allied health professionals, e.g. physiotherapy, occupational therapy, speech and language therapy, dieticians.</li> </ul> </li> </ul>		<p><a href="https://www.reading4healthcareworkers.com/the-five-principles-of-care">https://www.reading4healthcareworkers.com/the-five-principles-of-care</a></p> <p><a href="https://www.bartshealth.nhs.uk/therapies">https://www.bartshealth.nhs.uk/therapies</a></p> <p><a href="https://www.youtube.com/watch?v=gBPKZgVCuMs">https://www.youtube.com/watch?v=gBPKZgVCuMs</a></p>
Year 11 HT2	<p><b>Different social care services and how they meet service user needs:</b></p> <ul style="list-style-type: none"> <li>• services for children and young people, e.g. foster care, residential care, youth work</li> <li>• services for adults or children with specific needs (learning disabilities, sensory impairments, long-term health issues), e.g. residential care, respite care, domiciliary care</li> <li>• services for older adults, e.g. residential care, domiciliary care</li> <li>• the role of informal social care provided by relatives, friends and neighbours</li> </ul>		<p><a href="https://www.youtube.com/watch?v=PGb3hFFXwfw">https://www.youtube.com/watch?v=PGb3hFFXwfw</a></p> <p><a href="https://www.cambridge.org/core/journals/ageing-and-society/article/abs/roles-of-">https://www.cambridge.org/core/journals/ageing-and-society/article/abs/roles-of-</a></p>

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		<a href="https://www.friends-and-neighbours-in-providing-support-for-older-people.com/BB6E2FDDFFAF136E3E39A25457E877C8">friends-and-neighbours-in-providing-support-for-older-people/BB6E2FDDFFAF136E3E39A25457E877C8</a>
<p><b>Year 11 HT3</b></p>	<p><b>A2 Barriers to accessing services</b></p> <ul style="list-style-type: none"> <li>• Learners will explore barriers that can make it difficult to use these services and how these barriers can be overcome.</li> <li>• Types of barrier and how they can be overcome by the service providers or users: physical barriers, e.g. issues getting into and around the facilities</li> <li>• sensory barriers, e.g. hearing and visual difficulties</li> <li>• social, cultural and psychological barriers, e.g. lack of awareness,</li> <li>• differing cultural beliefs, social stigma, fear of loss of independence</li> <li>• language barriers, e.g. differing first language, language impairments</li> <li>• geographical barriers, e.g. distance of service provider, poor transport links</li> <li>• intellectual barriers, e.g. learning difficulties</li> <li>• resource barriers for service provider, e.g. staff shortages, lack of local funding,</li> <li>• high local demand/financial barriers, e.g. charging for services, cost of transport, loss of income while accessing services.</li> </ul>	<a href="https://www.communitycare.co.uk/2022/02/24/review-launched-into-adequacy-of-abuse-safeguards-for-home-care-users-from-those-providing-care/">https://www.communitycare.co.uk/2022/02/24/review-launched-into-adequacy-of-abuse-safeguards-for-home-care-users-from-those-providing-care/</a>
<p><b>Year 11 HT4</b></p>	<p><b>Learning aim B: Demonstrate care values and review own practice</b></p> <ul style="list-style-type: none"> <li>• B1 Care values</li> <li>• Learners will explore and practise applying the different care values that are key to the delivery of effective health and social care services.</li> <li>• <b>Care values:</b></li> <li>• empowering and promoting independence by involving individuals, where possible, in making choices, e.g. about treatments they receive or about how care is delivered</li> <li>• respect for the individual by respecting service users' needs, beliefs, and identity</li> <li>• maintaining confidentiality (when dealing with records, avoiding sharing information inappropriately, e.g. gossip)</li> <li>• preserving the dignity of individuals to help them maintain privacy and self-respect</li> <li>• effective communication that displays empathy and warmth</li> </ul>	<a href="https://www.nice.org.uk/about/nice-communities/social-care/quick-guides-for-social-care/promoting-independence-through-intermediate-care">https://www.nice.org.uk/about/nice-communities/social-care/quick-guides-for-social-care/promoting-independence-through-intermediate-care</a>

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	<ul style="list-style-type: none"> <li>• safeguarding and duty of care, e.g. maintaining a healthy and safe environment,</li> <li>• keeping individuals safe from physical harm</li> <li>• promoting anti-discriminatory practice by being aware of types of unfair discrimination and avoiding discriminatory behaviour.</li> </ul>	<p><a href="https://www.scie.org.uk/personalisation/practice/residential-care-homes/promoting-independence">https://www.scie.org.uk/personalisation/practice/residential-care-homes/promoting-independence</a></p> <p><a href="https://www.scie.org.uk/strengths-based-approaches/guidance">https://www.scie.org.uk/strengths-based-approaches/guidance</a></p>
<p><b>Year 11</b> <b>HT5</b></p>	<p><b>B2 Reviewing own application of care values</b></p> <ul style="list-style-type: none"> <li>• Learners will reflect on own application of care values, including using teacher or service-user feedback.</li> </ul> <p><b>Key aspects of a review:</b></p> <ul style="list-style-type: none"> <li>• identifying own strengths and areas for improvement against the care values</li> <li>• receiving feedback from teacher or service user about own performance responding to feedback and identifying ways to improve own performance.</li> </ul>	<p><a href="https://www.scie.org.uk/dignity/care/freedom">https://www.scie.org.uk/dignity/care/freedom</a></p> <p><a href="https://www.scie.org.uk/personalisation/practice/social-workers">https://www.scie.org.uk/personalisation/practice/social-workers</a></p>