**Year 11 Health & Social Care.**

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|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Topics | R029  Dietary reference values and differences between gender and life stages.  Government guidelines and the Eat Well Guide. | R029  Factors that influence diet.  Specific dietary conditions. | R029  Cooking for specific conditions and menu nutritional analysis.  Hygiene and safety.  R031.  First Aid training.  Signs and symptoms of injuries and treatment. | R031  First Aid training.  Information to give emergency services.  Seeking additional support. | Reviewing first aid procedures.  Completion of any assessments ready for exam board submission. |  |
| Assessment | Written assessment DRV’s.  Written assessment on how to meet guidelines. | Written assessment on factors.  Written assessment preparing a diet plan and advice for a person with a specific condition. | Preparing a meal for a person with a specific condition.  Written assessment on nutritional analysis and justification.  Practical First Aid assessment. | R029.  Written fact sheets about conditions and treatment.  Written assessment on information to give emergency services.  Written assessment on seeking additional support.  Practical first aid assessment. | R029  Written review/evaluation of first aid skills. |  |

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| Building on Prior Learning | They will have a general awareness of nutrition and healthy eating and some may have completed previous first aid courses or know from personal experience of how to treat minor injuries. Most will be familiar with and have ideas around health and social care settings such as nurseries, primary school, hospitals and GPs. |
| Links with other subjects | Science and Food Technology will have introduced to them the value nutrition, specific dietary needs and how to maintain healthy lifestyles. Maths lessons will have taught them the interpretation of data. |
| Extracurricular opportunities | Visits to health and social care contexts will be sought, when possible and if appropriate. |
| A successful learner in this subject will demonstrate | Critical thinking skills, social and emotional intelligence, empathy and understanding. They will also develop and demonstrate their ability to apply their gained knowledge to a variety of health and Social Care situations linking theory to practice. |
| Impact on personal development | First aid skills will be developed as will confidence in speaking to others in difficult or stressful situations.  Appreciation of consequence to people who have specific dietary needs.  Gain a clear perspective on life and their interest in and respect for different people’s feelings and values in emergency situations |

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| Ways to support student learning in this subject |
| * Watch documentaries about health and social care settings. * Encourage your child to pay attention to local and national news – relating to welfare and social services. * Encourage them to discuss the importance of physical activity, emotional well-being and positive relationships on an individual’s health. * Ask them about their learning and for them to explain concepts they are learning about. * Discuss with them the barriers and challenges that can happen across life stages (Childhood, Adolescence, Adulthood and Later Adulthood). * If medical appointments are attended discuss the role of the care workers involved and how they conducted themselves. * Discuss with them career opportunities in health and social care. |

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| **In the event of a Rota – Tier 2 -** A combination of onsite + remote delivery / Vulnerable groups and children of critical workers in all year groups full time as normal |
| * Students will continue to follow the scheduled long term planning / When students are in school new content will be covered ready for the next remote learning session on the rota. On the occasion that the curriculum delivery plan needs to be amended due to topic being more challenging / easier to teach in person or longer school closure than anticipated the order of delivery may change, ensuring skipped content is taught at a later date * When students are learning remotely they will have 1-2 Live lessons per week on MS Teams and 1-2 independent study sessions per week scheduled, subject to teacher availability. The lessons and sessions will be as per school timetable, where possible. The independent study sessions will be supported with a linked live lesson before / after the independent session. * Live lessons will cover new topics / revision of more familiar topics. During these lessons the teacher will ascertain student’s knowledge base, identify and support misconceptions and guide through the curriculum content providing brief formative verbal feedback. * Independent study sessions will be supported with use of the online text book / specific suggested websites * Students will be expected to complete all tasks / activities and homework set. Work can be submitted via Microsoft Teams or in pdf form direct to teachers email. Only in cases of no ICT access at home can work be brought into school during scheduled face to face lessons. * For all submitted work on Microsoft teams and email, students will receive brief written formative feedback. * All live lessons will be recorded on Microsoft Teams, enabling students to access the lesson if unavailable at the time of delivery. Students will be expected to complete all work set and homework tasks for that lesson. * The teacher will be available on Microsoft Teams / email for all live and independent sessions, where possible * When in school, students will attend lessons as per ‘normal’ and teacher will recap on live lesson and independent session content to ensure full understanding of topic(s) covered. Students who have defaulted on work and homework submissions will be verbally addressed by their teacher in the first instance. |
| **In the event of a partial closure – Tier 3 -** Selected Year groups in school (as determined by DfE – likely Y11/13) / Vulnerable groups and children of critical workers in all year groups full time as normal |
| * Students will continue to follow the scheduled long-term planning where possible. On the occasion that the curriculum delivery plan needs to be amended due longer school closure than anticipated the order of delivery may change, ensuring skipped content is taught at a later date * When students are learning remotely they will have 1-2 Live lessons per week on MS Teams and 1-2 independent study sessions per week scheduled, subject to teacher availability. The lessons and sessions will be as per school timetable, where possible. The independent study sessions will be supported with a linked live lesson before / after the independent session. * Live lessons will cover new topics / revision of more familiar topics. During these lessons the teacher will ascertain student’s knowledge base, identify and support misconceptions and guide through the curriculum content providing brief formative individual verbal feedback. * Independent study sessions will be supported with use of the online text book / specific suggested websites * For students without online access work will be sent home at regular intervals with all necessary resources printed out to aid and support the student. * Where worksheets / resources are required to be printed to aid students, these will be emailed direct to students. These will not be essential resources, merely supportive. * Students will be expected to complete all tasks / activities and homework set. Work can be submitted via Microsoft Teams or in pdf form direct to teachers email. Only in cases of no ICT access at home can work be posted into school at fortnightly time slots. Work should not physically be brought into reception. The teacher will collect at a convenient time and provide written feedback within the next set of work posted out. * For all submitted work on Microsoft teams and email, students will receive brief written formative feedback. * All live lessons will be recorded on Microsoft Teams, enabling students to access the lesson if unavailable at the time of delivery. Students will be expected to complete all work set and homework tasks for that lesson. * The teacher will be available on Microsoft Teams / email for all live and independent sessions, where possible * The teacher will regularly monitor work and homework submissions. Where work is not readily submitted the teacher will contact home in the first instance. Students who continue to default on work and homework submissions will be flagged up and the HoH and HoD will be notified. * When students return to school the teacher will recap on live lesson and independent session content to ensure full understanding of topic(s) covered. |
| **In the event of a full closure – Tier 4 -** Remote provision for all year groups / Vulnerable groups and children of critical workers in all year groups full time as normal |
| * Students and teaching staff will follow the procedures as for a partial closure in Tier 3 |
| **Adaptations to Topics**   * It is unlikely that the topic schedule will change, however this will be re-evaluated at the time of closure due to exam board review / consultation or staff absence. In the instance of amendments the HoD will be notified and suitable plans made accordingly. |
| **Threshold Concepts and Skills**   * By the end of the year it is essential that students have learnt / experienced / practiced the following topics / skills to ensure their success in completing the course: * Nutritional requirements at different life stages. * Government guidelines on healthy eating. * Applying knowledge of specific diets to create a diet plan * Cooked a meal suitable for a person with a specific dietary condition. * Understand the first aid procedures for bleeding, choking, burns, people who are unconscious and breathing and unconscious and not breathing, asthma attacks and shock. * Know how and when to call emergency services and be able to explain in detail the information that a first aider would need to provide. * Demonstrate practically that they can carry out the correct first aid procedures for the conditions listed above. |