# **Goldwyn Plus - Health and Social Care**

## **Subject Statement and Long Term Plan**



#### Health and Social Care - Statement of Intent

"The happiest people I know are those who lose themselves in the service of others"

Health and social care is the treatment of ill health and medical conditions in hospitals, health centres and in the community. Social care is the care and support of vulnerable people, usually in the community.

The Health and Social Care umbrella covers an immense range of learning opportunities; at levels commensurate to the ability of our students. This coupled with the diversity of areas of study enables choice, with the ability to focus and learn on areas that interest students the most.

By following the AQA Unit Award Scheme students will work towards unit tasks at their own pace and levels. Differentiation is not only by scaffolding learning, but by verbal prompting and written tasks to develop thinking skills. More able students have the opportunity to study at higher levels, by research and completing tasks in more detail. During the process of this students are enhancing computing and literacy skills.

#### Health and Social Care lessons at Goldwyn Plus will aim to give students the opportunity to:

- Study an AQA Unit Award on an area of interest that could perhaps identify a future career prospect; in an industry which will always have a need for trained staff
- Develop an understanding of different disabilities and the level of support required to ensure that their needs are met
- Identify the importance of communication within health and social care environments
- Be exposed to the experience of debating and voicing opinions in a variety of relevant topics
- Conduct independent research in order to collect and interpret the information required to complete unit tasks
- Understand the importance of the UK healthcare system and how it supports us from birth to old age

### Unit tasks are sequenced to ensure:

- Students are introduced to the unit and have a visual timetable of the unit tasks that they need to complete in order to receive their certificate
- Students move forward from demonstrating the ability to complete their tasks to acquiring an understanding of the knowledge obtained
- To enhance literacy skills students will be introduced to the key vocabulary required for the unit via dictionary tasks and spelling tests. This enables them to not only learn a new word but develop an understanding of the context in which it can be used
- AQA Unit Awards are offered from Entry Level to Level 3.

## **Examinations:**

• All students will have the opportunity to gain an AQA Unit Award.

## Health and Social Care and Childcare: Long Term Plan

AQA Unit Awards in Health and Social Care and Childcare – Entry level, Level 1 and Level 2

Term	1	2	3	4	5	6
Year	Demonstrated the	Demonstrated the	Demonstrated the ability	Shown knowledge of	Experienced	Demonstrated the
7/8/9	ability to recognise	ability to sign the	to write own name in	the expected patterns	participating in a	ability to identify the
	three things that trigger	letters of the alphabet	Braille. Recognise	of development for 0-	discussion about	health needs of young
Entry	own anger. Recognise	unaided. Finger spell	different words written in	1years, 1-2 years, 2-3	stress, anxiety and	children and elderly
Level	signs of getting angry.	words. Identify words	Braille. Shown knowledge	years and 3-5 years.	depression and	people. Identify risks to
	Shown knowledge of	signed to them . Ask	of famous people that	What influences	strategies for coping	health for young
	the different emotions	a question linked to	have a visual impairment	growth and	with them.	children and elderly
	behind anger. The	set vocabulary. Shown	and facts about their life.	development from	Demonstrated the	people. Experienced
	effect anger has on the	knowledge of different	Experienced what it feels	birth to 5 years. The	ability to identify	participating in a
	body. Strategies	communication aids	like to be visually	benefits of a healthy	causes and sign of	discussion about safety
	designed to deal with	used by deaf people.	impaired.	diet and exercise for	stress. Identify	in the nursery for
	anger. Taking part in a	Types of hearing loss		children's growth and	physical and mental	young children and in
	group discussion on why	and basic areas of the		development. A child's	symptoms of anxiety.	an elderly people's
	we get angry.	ear.	108763 Introduction to	physical and language	Tips for coping with	home.
			visual impairment – Entry	skills.	stress and/or anxiety.	
	73188 Anger	76259 Basic sign	Level		Identify causes of	LE5873 Health needs of
	management – Entry	language and deaf		110229 Growth and	depression.	children and elderly
	level	awareness – Entry		development of a child		people – Entry Level
		level		from birth to 5 years –	110862 Lessons for	
				Entry Level	life (Unit 1):	
					Emotional and mental	
					wellbeing – Entry	
					Level	
Year 10	Demonstrated the	Shown knowledge of	Demonstrated the ability	Demonstrated the	Acquired an	Demonstrated the
	ability to identify	the health and safety	to learn to sign the letters	ability to identify how	understanding of	ability to prepare and
Level 1	different malleable	procedures needed to	of the alphabet. Spell	praise or tangible	challenging situations	complete gardening
	resources. Identify why	support the workshop.	simple words in sign	rewards can be used to	which may lead to an	tasks. Acquired an
	messy play is important.	Demonstrated the	language from a given	change a child's	emotional response.	understanding of the
	Identify risks with messy	ability to take	selection, in order to	behaviour. Strategies	What anger is.	role of a buddy to
	play. Shown knowledge	responsibility for	practice signing vowels,	used to cope with	Situations when anger	support other
	of appropriate clothing	workshop preparation.	e.g. names, short words.	children's difficult	is appropriate and is	volunteers. How to
	or protection with	Communicate	Learn to sign names of at	behaviour. The effect	inappropriate. The	clearly explain tasks to
	messy play activities.	effectively with	least five friends.	of accepting and	difference between	others. The support

	Ways in which to extend children's imagination through messy play activities.  74089 Running messy play sessions within a children's centre – Level 1	participants. Facilitate workshop activities. Provide support to participants where necessary. Evaluating the delivery skills and style of workshop.  76095 Planning and delivering a creative workshop – Level 1	Contexts in which use of signs learnt would be useful. Acquired an understanding of when to use sign language. Learning and using a different form of communication.  90770 Basic sign language and deaf awareness (Unit 1)— Level 1	acknowledging a child's feelings in the parent-child relationship. The main characteristics of non-directive play. Maslow's Hierarchy of Needs. Specific and positive behaviours of young children.  111196 Early years, learning and development (2-5 years) – Level 1	angry feelings and angry behaviour. Techniques for coping with anger. Demonstrated the ability to recognise and respond to a stressful or threatening situation.  111205 – Personal Resilience: Dealing with challenging situations – Level 1	needs of other volunteers. How to keep him/herself and other volunteers safe in a community project. A group evaluation of the project.  72495 Supporting volunteers to take part in a community project – Level 1
Year 11	Experienced taking part in a discussion about play		Demonstrated the ability to identify the difference		Demonstrated the ability to explain what is	
Lavala	and play work. Reviewing and discussing the		between social isolation and loneliness. Identify the		meant by person centred care. Explain what	
Level 2	principles of play work. Taking part in a discussion about how play settings seek to balance the main health, safety and security requirements that apply to a play environment. Demonstrated the ability to explain the innate drive for children and young people to play. Explain characteristics of freely chosen, self-directed play. State how play is necessary for all children and young people's development and well-being. Plan, prepare and deliver a play activity recognising their roles, responsibilities and limitations. The importance of the UN convention on the Rights of the Child. How play work organisations seek to meet the rights of all children and young people for play. Impacts and outcomes of play on children and young people, and the communities in which they live. The theory of the play cycle and its component parts.  71819 Introduction to play and play work – Level 2		effects of social isolation and loneliness. Identify the importance of looking after own emotional wellbeing. Reasons why staying safe is important. Ways to promote staying safe to others. Shown knowledge of Maslow's hierarchy of human needs. Local statistics on loneliness. Social isolations and scams.  108030 Health and well-being for young people (Unit 4): Mental health and well-being—Level 2		dementia is. Recognise why assessments are used in person centred care. The importance of carers in person centred care. The services provided for dementia patients and why each is important. Demonstrated the ability to explain the importance of relationships to a person requiring person centred care.  111680 Person centred care — Level 2	