

HSC - Long term plans

Year 10 (Unit 1)

Term	Autumn Term		Spring Term		Summer Term	
Half term	HT1	HT2	HT3	HT4	HT5	HT6
Unit Titles lengths:	R033 – PIES and Scenario Breakdown	R033 – Task 1: Growth and Development in Older Adulthood	R033 – Task 2: Life Events and Sources of Support	R033 – Task 2: Recommend Support Based on Needs EXTERNAL Submission	R034 – Task 1 and 2: Plan and Deliver a Creative Activity	R034 – Task 3: Evaluate Performance + Task 4: Therapies and Benefits
Learning objectives Substantive and procedural knowledge covered in the unit	<p>Learning Objectives:</p> <ul style="list-style-type: none"> Understand the four areas of development (PIES). Recognise how life stages influence growth and development. Identify the effects of life events on individuals. <p>Substantive & Procedural Knowledge:</p> <ul style="list-style-type: none"> Substantive: Physical, intellectual, emotional and social development through life stages. Procedural: Case study analysis, discussion of life stages, recording findings. 	<p>Learning Objectives:</p> <ul style="list-style-type: none"> Identify and describe the development milestones for older adulthood. Explain physical, economic and environmental factors affecting development. <p>Substantive & Procedural Knowledge:</p> <ul style="list-style-type: none"> Substantive: Life stage characteristics, external influences. Procedural: Structured written analysis, application to individual scenarios. 	<p>Learning Objectives:</p> <ul style="list-style-type: none"> Understand and describe expected and unexpected life events. Analyse the impact of events and assess relevant support needs. <p>Substantive & Procedural Knowledge:</p> <ul style="list-style-type: none"> Substantive: Life events classification, support types. Procedural: Interview recording, writing up findings, referencing PIES. 	<p>Learning Objectives:</p> <ul style="list-style-type: none"> Justify recommendations based on identified needs. Apply person-centred values in support planning. <p>Substantive & Procedural Knowledge:</p> <ul style="list-style-type: none"> Substantive: Formal/informal support systems, values in care. Procedural: Research, structuring recommendations, referencing NEA evidence. 	<p>Learning Objectives:</p> <ul style="list-style-type: none"> Select and justify a creative activity for a specified group. Plan and deliver the activity using correct methods and resources. <p>Substantive & Procedural Knowledge:</p> <ul style="list-style-type: none"> Substantive: Creative therapy, PIES benefits, safety planning. Procedural: Planning templates, delivering to small groups, collecting feedback. 	<p>Learning Objectives:</p> <ul style="list-style-type: none"> Reflect on strengths and areas for development in activity delivery. Explain two different types of therapies and their PIES benefits. <p>Substantive & Procedural Knowledge:</p> <ul style="list-style-type: none"> Substantive: Therapeutic methods (e.g. art, music, animal-assisted), PIES links. Procedural: Evaluation writing, feedback analysis, therapy explanation.
Key ideas/ Themes:	<ul style="list-style-type: none"> Human development and variation. Understanding context through individual scenarios. 	<ul style="list-style-type: none"> Factors influencing ageing. Complexities of development across the lifespan. 	<ul style="list-style-type: none"> Individual experiences. Importance of care and person-centred responses. 	<ul style="list-style-type: none"> Supporting independence and dignity. Tailoring care to individuals. 	<ul style="list-style-type: none"> Creativity in care. Communication and impact. 	<ul style="list-style-type: none"> Evaluation for growth. Therapy in practice.
Prerequisite knowledge:	Year 10 introduction to care values and understanding basic communication.	<ul style="list-style-type: none"> HT1: Understanding of PIES and life stages. 	<ul style="list-style-type: none"> HT1 and HT2: PIES and development understanding. 	<ul style="list-style-type: none"> HT3: Interview findings and life event impacts. 	<ul style="list-style-type: none"> Application of needs assessment and development understanding. 	<ul style="list-style-type: none"> HT5: Delivery experience and planning documents.
Outcomes (Stickable- output that the student produces to demonstrate their knowledge)	<ul style="list-style-type: none"> Annotated diagram of PIES per life stage. Completed case study scenario breakdown with annotations. Class timeline display of life stages and development changes. Summary table of expected vs unexpected life events. 	<ul style="list-style-type: none"> Descriptive paragraphs using PIES for growth and development. Factor grid showing examples linked to real individuals. Assessment-style response evaluating the impact of environmental and economic factors. 	<ul style="list-style-type: none"> Interview transcript and summary of individual case. Analysis of impacts using a 5-part framework (PIES + financial). Support comparison chart including formal, informal and voluntary support. 	<ul style="list-style-type: none"> Recommendation report including justification. Summary of person-centred principles used. Peer feedback sheet on proposal strengths. 	<ul style="list-style-type: none"> Planning document (aims, resources, timescale, safety, method). Feedback form from activity participants. Reflection log or image evidence of activity. 	<ul style="list-style-type: none"> Self-evaluation using success criteria and participant feedback. Peer-assessed improvement action plan. Leaflet or report describing two therapies with PIES benefits clearly explained.

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Year 11

Term	Autumn Term		Spring Term		Summer Term	
Half term	HT1	HT2	HT3	HT4	HT5	HT6
Unit Titles lengths:	Unit Title: R032 – Principles of Care in Health and Social Care Settings Focus: Topic Area 1 – The rights of service users in health and social care settings	Topic Area 2 – Person-centred values applied in health and social care	Topic Area 3 – Effective communication in health and social care settings	Topic Area 4 – Protecting service users and service providers in health and social care settings Revision of all four topic areas		June 3 EXAM
Learning objectives Substantive and procedural knowledge covered in the unit	<p>Learning Objectives:</p> <ul style="list-style-type: none"> Understand the different rights of individuals in health and social care. Explain how rights are maintained in different settings. Describe the benefits to service users of maintaining rights. Apply knowledge to different case studies and scenarios. <p>Substantive & Procedural Knowledge:</p> <ul style="list-style-type: none"> Substantive: Rights (choice, confidentiality, protection from harm and abuse, equal and fair treatment, consultation), the importance of maintaining rights, key settings and examples. Procedural: Interpreting case studies, matching rights to service user groups and settings, justifying the impact of maintained rights, planning responses to exam questions. 	<p>Learning Objectives:</p> <ul style="list-style-type: none"> Understand the person-centred values and how they are applied. Explain how values promote effective care. Link person-centred approaches to rights, diversity and anti-discriminatory practice. <p>Substantive & Procedural Knowledge:</p> <ul style="list-style-type: none"> Substantive: Person-centred values (respect for dignity, respect for individuals, compassion, independence, privacy, partnership working), values in practice. Procedural: Case study analysis, vocabulary sorting tasks, structured writing using sentence stems, group feedback tasks, structured PEEL writing. 	<p>Learning Objectives:</p> <ul style="list-style-type: none"> Recognise different types of communication and barriers. Understand how effective communication promotes care values and rights. Apply knowledge to scenarios and recommend improvements. <p>Substantive & Procedural Knowledge:</p> <ul style="list-style-type: none"> Substantive: Verbal, non-verbal, written, formal/informal communication, barriers (language, jargon, noise, emotion), strategies to overcome barriers. Procedural: Identifying barriers in scenarios, improving communication, paragraph construction, class discussion, matching activities. 	<p>Learning Objectives:</p> <ul style="list-style-type: none"> Identify safeguarding, hygiene, and safety measures in care settings. Understand the importance of policies, procedures and legislation. Explain how risks are managed and prevented. Consolidate and retrieve learning from HT1–HT4. Develop confidence in exam techniques and command words. Apply knowledge in full-paper mock assessments and scenario application. <p>Substantive & Procedural Knowledge:</p> <ul style="list-style-type: none"> Substantive: Safeguarding (abuse types, disclosure), infection prevention, health and safety, risk assessments, fire drills, DBS checks. Procedural: Risk ranking, policy reviews, poster creation, 8-mark extended responses. Substantive: Consolidation of all content in R032. Procedural: PEEL writing, interpreting command words, planning answers, self-assessment. 		
Key ideas/ Themes:	<ul style="list-style-type: none"> Promoting dignity, respect, inclusion and empowerment. Creating a culture of care in all settings. 	<ul style="list-style-type: none"> Putting the individual at the heart of care. Care that is empathetic and empowering. 	<ul style="list-style-type: none"> Communication is the foundation of safe, person-centred care. Removing barriers supports inclusion and understanding. 	<ul style="list-style-type: none"> Safe environments protect service users and providers. Preventative action is better than reactive. Secure knowledge leads to confident application. Effective exam technique = marks gained. 		
Prerequisite knowledge:	<ul style="list-style-type: none"> Y10 R033 Task 1 and 2: Factors that impact PIES, and understanding of individual needs and scenarios. Knowledge of vulnerable individuals and barriers to access. 	<ul style="list-style-type: none"> Y10 R033 Tasks 1–4: PIES needs, barriers, life events and support plans. HT1 R032 rights and maintaining dignity. 	<ul style="list-style-type: none"> Y10 R034 Task 3: Communication strategies and adaptations. HT1/2 knowledge of values and rights. 	<ul style="list-style-type: none"> HT1–HT3: Values, rights, communication. Y10 R033 life events and care planning. All HT1–HT4 content. R033 and R034 for wider understanding of service user needs and responses. 		
Outcomes (Stickable- output that the student produces to demonstrate their knowledge)	<ul style="list-style-type: none"> Table of the five key rights with a definition and example each. A completed mind map summarising rights across early years, care homes and GP surgeries. Annotated case study showing how multiple rights were maintained in practice. Exam-style 6-mark question: 'Explain two ways an individual's rights are maintained in a care home'. Mini scenarios completed: Match the service user, setting and rights being upheld or breached. Quiz or retrieval grid activity based on the five rights. 	<ul style="list-style-type: none"> Definitions of all person-centred values with clear examples. Case study grid identifying how person-centred values were or were not met. Mind map linking values to benefits for individuals (e.g. trust, independence). Sentence starter scaffold activity using key values. Completed diagram matching values to specific service settings. Group poster or carousel on one assigned value. 6-mark response: 'Explain two ways person-centred values are applied in a nursery'. Self-assessed paragraph using success criteria. 	<ul style="list-style-type: none"> Communication types diagram with examples. Completed table of barriers and how to overcome them. Annotated speech bubble scenarios showing poor vs. good communication. Exam question: 'Explain two barriers to communication and how to overcome them'. Role play reflection sheets with peer feedback. Comic strip or storyboard demonstrating effective vs. poor communication. Self-assessment grid linking communication to care values. Card sort activity completed and glued in books. 	<ul style="list-style-type: none"> Safeguarding diagram showing flow of disclosure process. Completed hazard spotting worksheet. Risk assessment scenario task with hazards, control measures and severity. 'Explain how care workers keep service users safe' exam-style response. Table comparing hygiene and infection control methods. Fire safety and evacuation flowchart task. Poster or summary of policies in a specific setting. End-of-topic quiz or knowledge organiser fill-in sheet. Completed exam technique planner for each question type. Revision mind map for each topic area. Annotated mock paper responses. Mock paper score breakdown reflection and improvement target setting. Self-marked mini mock with examiner commentary. Retrieval tasks: 'odd one out', 'one word recall', 'fill in the blank'. Visual knowledge organisers for R032 revision. Final scenario response with full marks modelling and annotation. 		



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