

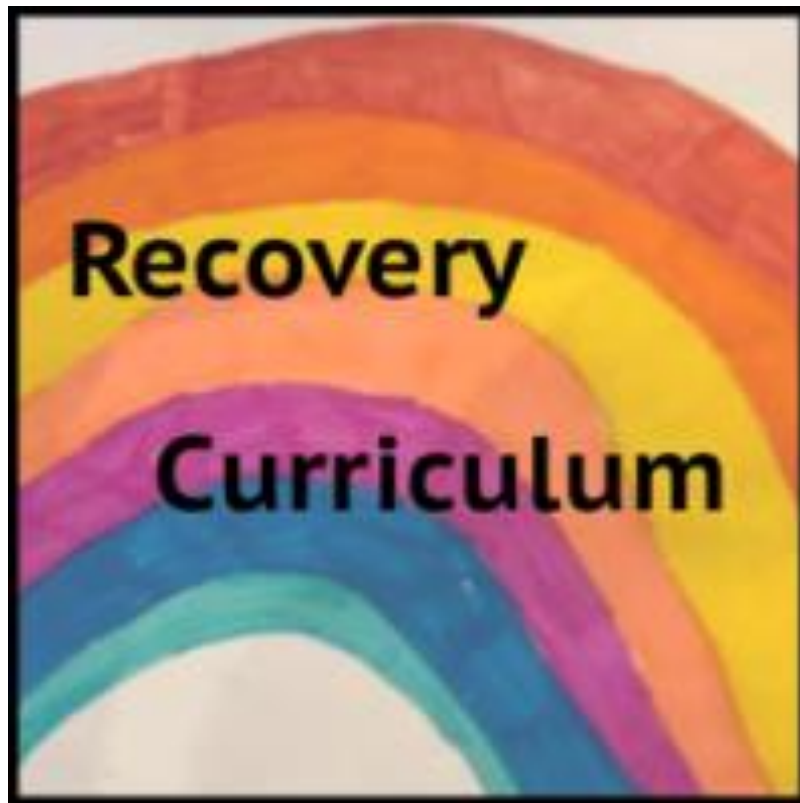
# RECOVERY CURRICULUM

Subject: Health and Social Care

Author: EMS

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Updated:



Subject:	Health and Social Care	Teacher:	Mrs W Seward and Mrs Stirzaker
Year:	11	Class:	11A/V and 11B/V
Unit title:	R021-Essential Values of Care for Use with Individuals in Care Settings		
Duration:	2 weeks – 5 lessons		
<b>Intent</b>			
Intent Statement - at Landau Forte Amington, we believe learning powerful knowledge helps students achieve and creates a fairer society. How are you trying to accomplish this, with this unit/topic?			
This topic will focus on student recovery following the pandemic, which has resulted in students experiencing the following possible losses: routine, structure, friendship, opportunity and freedom. It will support students academically, socially and emotionally, in order to transition students back to Academy life and support with the issues resulting from loss.			
Aims - what do you want pupils to be able to know and do by the time they finish this unit/topic?			
<ul style="list-style-type: none"><li>To be able to describe the rights of individuals, how they can be maintained and the importance of maintaining them</li><li>To be able to describe the `values of care`, how they can be applied and the importance of using them</li></ul>			
Academy values – at Landau Forte Amington, we want students to be ambitious, brave and kind. How are these values promoted in this PoS?			
<ul style="list-style-type: none"><li>Ambitious - Students are able to access the content and their appropriate level and the content allows for all students to be stretched in their development of new skills, knowledge, and application. Students learn through a range of activities, including practical work where possible. All students will be stretched through the various forms of new learning and assessment.</li><li>Brave – Student will have to be brave and feel confident about using skills that haven't been used for a long period of time, and not be afraid to get things wrong.</li><li>Kind – Students will have to be kind to themselves about reintegrating themselves back into learning and using skills again that they may struggle with.</li></ul>			
Content – what is being covered, ensuring breadth & depth?		National Curriculum/Exam Specification - how does the content link to the NC or Exam Spec?	
<ul style="list-style-type: none"><li>Learning Outcome 1- Understand how to support individuals to maintain their rights (Exam unit)</li><li>Learning Outcome 2- Understand the importance of the values of care and how they are applied</li></ul>		Students must be taught about the rights of individuals and how to maintain them. Students must also be taught about effective communication methods and how they can be used to support them. R022 previous knowledge can be used to support this.	

	Students must learn about the care values that underpin health and social care and how they must be applied and why it is vital that they are applied for adults and children
Powerful Knowledge - what powerful knowledge is included in this SoW? Consider what knowledge is it important for our students to know, so that when they leave school they can engage in and lead discussions, with people from the most advantaged backgrounds?	
<ul style="list-style-type: none"> <li>Students will learn about the rights of all individuals and how using the correct care values is vital when treating patients and caring for individuals. There are also rules to protect people who may be suffering with their mental health and therefore how they should then be treated appropriately to make sure they receive the correct care.</li> </ul>	
<b>Implementation</b>	
<b>GAPS</b>	
<b>Identification</b> – how are you going to identify the gaps in knowledge/skills?	<b>Triage</b> – how are you going to rank order these gaps in knowledge/skills and 'fill' them, in order of importance?
<ul style="list-style-type: none"> <li>DNA activities to assess prior knowledge</li> <li>Quick quizzes</li> <li>General questioning</li> <li>Use activities that require reading, writing and numeracy skills to assess their skills</li> </ul>	<ul style="list-style-type: none"> <li>Assess student progress via numerous different activities, and prioritise skills that students struggle with</li> <li>Ensure that the nutrients needed for a balanced diet for each life stage are understood before moving on to further content</li> </ul>
<b>KEY CONCEPTS</b>	
<b>Key Concepts</b> – what are the key concepts being taught?	<b>Progression</b> – how will studying these key concepts support progression to the traditional curriculum that has been planned?
<ul style="list-style-type: none"> <li>The rights of individuals when receiving care and support in a HSC settings</li> <li>The Values of Care that need to be applied to all service users in HSC settings</li> </ul>	<ul style="list-style-type: none"> <li>All of the Key Concepts discussed and taught will enable students to describe and explain how to maintain the rights of individuals and how to apply the care values necessary to maintain a good standard of care</li> </ul>
<b>WELLBEING</b>	
<b>Lockdown</b> – how will students share their experiences of lockdown?	<b>Social and Emotional</b> – how will student social and emotional health be supported?

<ul style="list-style-type: none"> <li>Within group discussion – this could be the very first discussion within a live lesson</li> <li>Analogies within the content</li> </ul>	<ul style="list-style-type: none"> <li>Letting students know that it is important to talk about anything that they are struggling with, giving them options of how they can do this</li> </ul>
<b>RE-ESTABLISH</b>	
<b>Learning Skills</b> – how are you going to re-establish the skills for learning?	<b>Relationships</b> – how are you going to re-establish classroom relationships?
<ul style="list-style-type: none"> <li>Use activities within the content that require students to use reading, writing and numeracy skills</li> </ul>	<ul style="list-style-type: none"> <li>Use the first session to discuss experiences during lockdown, introductions and an icebreaking activity.</li> </ul>
<b>OPPORTUNITIES</b>	
<b>Discussion</b> – what are the discussion based opportunities?	<b>Group</b> – what are the group work based opportunities (while still ensuring social distancing)?
<ul style="list-style-type: none"> <li>Many opportunities throughout the topic, including discussing how scientific methods and theories develop over time.</li> </ul>	<ul style="list-style-type: none"> <li>Group work looking at different separation techniques.</li> <li>Group presentation on the history of the atom</li> </ul>

Delivery						
1 – 5.1.2.1 – 5.1.2.3 Atoms elements and compounds, Mixtures, The development of the model of the atom	3	1) Lesson Type (classroom or blended for remote homework)		2) DNA (Do Now Activity/Reading)	3) Learning Intentions (what, why & how)	
		Classroom (whole sequence completed)	X		What	<ul style="list-style-type: none"> <li>How to maintain the rights of individuals</li> </ul>
		Blended (live and remote as independent study)	<input type="checkbox"/>		Why	<ul style="list-style-type: none"> <li>So that an appropriate and suitable standard of care can be provided for all service users</li> </ul>
					How	<ul style="list-style-type: none"> <li>By exploring the rights that all individuals have, describing how they can be maintained and the importance of maintaining them</li> </ul>
4) New Material (previous learning/ new material)		5) Check for Understanding (questioning/checking)		6) Prepare for Practice (model/ scaffold)		Sync hron

		<ul style="list-style-type: none"><li>• P- The Basic rights of human beings</li><li>• N- The rights of individuals in all HSC settings and how they are applied and maintained</li></ul>	<ul style="list-style-type: none"><li>• Direct questioning of students in sessions</li><li>• Small quick activities for students to demonstrate understanding- matching up activities</li></ul>	<ul style="list-style-type: none"><li>• Modelling answers and suggested answers to a particular tasks for students then to complete</li><li>• Writing frames/grids for students to use</li></ul>	Asynchronous (remote)			
		7) Deliberate Practice (guided/ independent)	8) Feedback (light/deep)	9) Review (daily/monthly)				
		<ul style="list-style-type: none"><li>• Challenging student tasks to complete towards supporting them with exam questions</li><li>• Similar tasks may be completed first before official task id issued.</li></ul>	<ul style="list-style-type: none"><li>• Use mark scheme to assign a mark to the exam question. Students to write down corrections from mark scheme</li></ul>	<ul style="list-style-type: none"><li>• Quick quiz</li><li>• Exam questions</li></ul>				
2 – 5.1.2.4 – 5.1.2.7 Relative electrical charges of subatomic particles, size and mass of atoms, Relative atomic mass, electronic structure.	3	1) Lesson Type (classroom or blended for remote homework)		2) DNA (Do Now Activity/Reading)		3) Learning Intentions (what, why & how)		
		Classroom (whole sequence completed)	X	<ul style="list-style-type: none"><li>• What does the phrase `care values` mean?</li><li>• List examples of care values that may be used in a care home</li><li>• List examples of HSC settings where care values can be applied</li></ul>	What	<ul style="list-style-type: none"><li>• The `values of care` that must be used when providing support for a service user</li></ul>		
		Blended (live and remote as independent study)	<input type="checkbox"/>		Why	<ul style="list-style-type: none"><li>• To make sure that there is a consistent standard of care applied in all HSC settings</li></ul>		
				How	<ul style="list-style-type: none"><li>• By exploring what the `values of care` are and how they can be applied</li></ul>			
	4	4) New Material (previous learning/ new material)		5) Check for Understanding (questioning/checking)		6) Prepare for Practice (model/ scaffold)		Sync

		<ul style="list-style-type: none"> <li>• P-The rights of individuals receiving support in a HSC setting</li> <li>• N- The `values of care` that need to be applied in a HSC setting</li> </ul>	<ul style="list-style-type: none"> <li>• Direct questioning of students in sessions</li> <li>• Small quick activities for students to demonstrate understanding- matching up activities</li> </ul>	<ul style="list-style-type: none"> <li>• Modelling answers and suggested answers to a particular tasks for students then to complete</li> <li>• Writing frames/grids for students to use</li> </ul>	
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