



	<p>Barriers</p> <p>Personal qualities</p> <p>Communicating effectively</p>	<p>Barriers to effective communication</p> <ul style="list-style-type: none"> <li>• Patronising language</li> <li>• Tiredness</li> <li>• Inappropriate body language</li> <li>• Inappropriate language</li> <li>• Aggression</li> <li>• Language differences</li> <li>• Speech difficulties</li> <li>• Disabilities / illness (dementia / deafness)</li> <li>• Noisy environment / inadequate space</li> <li>• Poor lighting / damaged – unsuitable furniture.</li> </ul> <p>Ways to overcome barriers</p> <ul style="list-style-type: none"> <li>• Adapting the environment</li> <li>• Calm tone</li> <li>• Training staff</li> </ul> <p>Understand the personal qualities that contribute to effective care.</p> <ul style="list-style-type: none"> <li>• Patience</li> <li>• Understanding</li> <li>• Empathy</li> <li>• Respect</li> <li>• Willingness</li> <li>• Sense of humour</li> <li>• Cheerfulness</li> </ul> <p>How do these contribute to effective care (empowerment / reassurance / value)?</p> <p>Understand how to plan for a one-to-one and group health, social care or early year interaction. Ensure clear knowledge of</p> <ul style="list-style-type: none"> <li>• Time</li> <li>• Environmental factors</li> <li>• Activity or topic of conversation (linked to case study where appropriate)</li> <li>• Skills to be used (nonverbal / verbal)</li> </ul>	<p>DO Now</p> <p>MCQ</p> <p>Practice exam question</p>	<p><b>One- to -one planned interaction observed and assessed</b></p> <p><b>(Verbal and written literacy skills)</b></p>	<p>Self reflection</p>	<p>2 Internal NEA interaction / moderated</p>
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<p>HT2.</p> <p>R021</p> <p>Rights of individuals</p>	<p>Essential values of care</p>	<ul style="list-style-type: none"> <li>Reasons why practitioners and individuals using services need clear communication</li> <li>Ensuring the comfort of the individual</li> <li>Showing value and respect for the individual.</li> </ul> <p>Communicate effectively in 2 situations. Develop skills and show</p> <ul style="list-style-type: none"> <li>Active listening</li> <li>Appropriate body language and behaviour</li> <li>Inappropriate body language and behaviour</li> <li>Adapting and using appropriate language based on the situation.</li> </ul> <p>Supporting individuals Value of care – how these are applied and why they are important Impact of legislation Personal hygiene, safety and security measures.</p>	<p>Interaction - assessed</p> <p>MCQ</p> <p>Previous learning on R021 – exam practice questions</p>	<p>Group planned interaction observed and assessed</p> <p>Exam response</p>		<p>Mock examination - Full paper</p>
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**Year 11 Curriculum Overview [2021-2022]**  
**Subject Health and Social Care**

Spring Term	Knowledge & Understanding			Literacy Skills Opportunities for developing literacy skills	Employability Skills [if any]	Assessment Opportunities
	Composites	Components [KEY concepts & subject specific vocab]	Formal Retrieval [if any]			
HT1	Essential values of care	Supporting individuals	DO NOW			





## Year 11 Curriculum Overview [2021-2022]

### Subject Health and Social Care

Summer Term	Knowledge & Understanding			Literacy Skills  Opportunities for developing literacy skills	Employability Skills [if any]	Assessment Opportunities
	Composites	Components [KEY concepts & subject specific vocab]	Formal Retrieval [if any]			
<b>HT1</b>	Benefits of participating in creative activities	<p>Understand the different benefits of participating in creative activities for different individuals.</p> <ul style="list-style-type: none"> <li>Physical (fine motor skills, gross motor skills, circulation)</li> <li>Intellectual (cognitive – mental stimulation, independence, creative skills)</li> <li>Language (communication, language skills)</li> <li>Emotional (self-esteem, express emotions)</li> <li>Social (social interaction, developing friendships)</li> </ul> <p>Carry out creative activities in a variety of settings.</p> <p>Plan a creative activity</p> <ul style="list-style-type: none"> <li>Type of activity</li> <li>Aim</li> <li>Objectives</li> <li>Timescales</li> <li>Resources</li> <li>Protecting individuals</li> <li>Legal requirements</li> <li>Costs</li> <li>Criteria</li> </ul>	<p>DO NOW TASK</p> <p>MCQ</p> <p>R022 communicating effectively prior learning covered</p>	<p>1-2-1 verbal interactions</p> <p>Written care plans</p> <p>Report writing</p>	<p>Independent organisation</p> <p>Team working experience</p>	

		<ul style="list-style-type: none"><li>• Roles and responsibilities</li><li>• Methodology to be used</li><li>• Communication</li></ul> <p>How to carry out the activity</p> <ul style="list-style-type: none"><li>• Introduction</li><li>• Main content</li><li>• Closing stages</li></ul> <p>Review the benefits of the creative activities to the participants</p> <ul style="list-style-type: none"><li>• Strengths</li><li>• Weaknesses</li><li>• Improvements</li></ul>				
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