

| Subject   | Year   | Term  |
|---|--|---|
| Health and social care  | 12   | 3-5   |
| <b>Topic</b>  |  |   |
| <b>Unit 2 (Equality, diversity and rights in health and social care)</b>  |  |   |
| <b>Content (Intent)</b>   |  |   |
| <b>Prior Learning (Topic)</b>   |  |   |
| <p>During the teaching and assessment of Unit 2 learners will benefit from using learning from Unit 1 (Building positive relationships in health and social care). In particular LO2 (Understand the factors that influence the building of relationships).</p> <p>For those who have studied H&amp;SC in KS4 there will be considerable amounts of relevant prior learning. For example (new spec):</p> <p><b>LO1</b> (Understand concepts of equality, diversity and rights and how these can be applied in the context of health, social care and childcare environments) – RO32 (Principles of care in health and social care settings) Topic Area (TA) 1-2, RO33 (Supporting individuals through life stages) TA1 &amp; 3, RO35 (Health promotion campaigns) TA3</p> <p><b>LO2</b> (Understand the impact of discriminatory practices on individuals in health, social care and child care environments) – RO32 TA 1-4</p> <p><b>LO4</b> (Understand how equality diversity and rights in health, social care and childcare environments are promoted) – RO32 TA 1-4</p> |  |   |
| <b>Future Learning (Topic)</b>  |  |   |
| <p>Learning acquired through the completion of Unit 2 will benefit the following aspects of future units:</p> <ul style="list-style-type: none"> <li>• Unit 10 (Nutrition for health) – LO2 (Understand factors which influence nutritional health)</li> <li>• Unit 17 (Supporting people with mental health conditions) – LO1 (Know the main concepts, types, causes and effects of mental health conditions)</li> </ul>   |  |   |
| <b>How will knowledge and skills be taught? (Implementation)</b>  | <b>How will your understanding be assessed &amp; recorded (Impact)</b>   |   |
| <p>This topic will involve a large array of pedagogy and include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Teacher led lesson content</li> <li>• Group and independent quizzes/activities</li> <li>• Independent research</li> <li>• Seminar style discussions</li> </ul>   | <ul style="list-style-type: none"> <li>• Practice assessment style work</li> <li>• Homework tasks</li> <li>• Group feedback on exam questions</li> <li>• Verbal responses.</li> <li>• Individual and class feedback</li> </ul> |   |
| <b>How can parents help at home?</b>  |  |   |
| <p>Parents can help at home by supporting their child to meet their deadlines and ensure all work is completed to a high standard. They could also help by questioning their child about pertinent issues relevant to health and social care in the news and encouraging them to use subject specific vocabulary.</p>   |  |   |
| <b>Helpful further reading/discussion</b>   |  |   |
| <b>Reading</b>  | <b>Vocabulary Lists</b>  | <b>Careers Links</b>  |
| <ol style="list-style-type: none"> <li>1. NHS website</li> <li>2. Elder website</li> </ol>  | <p>Some examples of relevant terminology follow:</p>   | <p>This unit would have links to a huge variety of careers linked to health and social care. For example:</p> |

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| <p>3. MIND website</p> <p>4. MENCAP website</p> <p>5. Age UK website</p> <p>6. British Institute of Learning disabilities website</p> <p>7. Gov.co.uk</p> <p>8. Cambridge Technicals Level 3 – Health and Social care. Peteiro, F. et al (2016)</p> <p>9. Cambridge Technicals level 3 Health and Social Care. Adams, J. (2018)</p> | <p>Equality</p> <p>Diversity</p> <p>Race</p> <p>Religion</p> <p>Culture</p> <p>Rights</p> <p>Consultation</p> <p>Confidentiality</p> <p>Anti-discriminatory practice</p> <p>Advocacy</p> <p>Discrimination</p> <p>Disempowerment</p> <p>Legislation</p> <p>Stereotyping</p> | <ul style="list-style-type: none"> <li>• Nursing</li> <li>• Medicine</li> <li>• Teaching</li> <li>• Childcare</li> <li>• Midwifery</li> <li>• Paramedics</li> <li>• Social work</li> <li>• Management within an organisation like the NHS</li> </ul> |
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