

New Cambridge National Level 1/Level 2 Year Plan

Term	Content
Autumn Term 1A	<p>R033 - Supporting individuals through life events</p> <p>Lessons 1,2,3,4,5,6 - Introduction to the different life stages Introduction to PIES and briefly focus on life stages to gain understanding of how PIES develops with an individual. What do the key terms for PIES mean?</p> <p>CW TASK: Focus on the milestones of growth and development for 19-45 age group, using a celebrity to help (PIES)</p> <p>Lessons 7,8,9,10,11,12 - Factors that affect development Introduction and research task into the different factors Finding specific examples linked to each of the factors (thinking about 19-45).</p> <p>Watch <i>Rich House and Poor House</i> - look for examples in terms of positive and negative related to the different factors</p> <p>CW TASK: Focus on how the growth and development of the individual has been affected by: *Two environmental factors *Two social factors *Two economic factors</p> <p>Task 1 A/B due in October Half term</p>
Autumn Term 1B	<p>Topic 2A: Lessons 1,2,3, 4 *Students look at different life events and discuss with a partner whether it is expected or unexpected. *Focus on physical events in this lesson – expected and unexpected. Students discuss what physical, intellectual, emotional, social and financial impacts these life events could have on an individual, considering both positive and negative impacts. *In pairs, give students different case studies (they could be someone well-known) – discuss what life events the individuals have experienced (taken from the case studies) and how these events could affect the individuals in the case studies both positively and negatively.</p>
	<p>Lesson 5,6,7 Relationship changes – expected/unexpected. Impact on PIES and financial.</p>

	<p>Life circumstances – expected/unexpected. Impact on PIES + financial</p> <p>Physical events in this lesson – expected and unexpected Watch <i>Jessy Nelson</i> – mental health issues and part of abuse when in Little Mix. ‘Odd One Out’ on BBC iPlayer</p>
	<p>Lessons 8,9,10 Prep for coursework – questions to ask, how to ask. How to provide evidence. CARRY OUT RESEARCH/INTERVIEW FOR HOMEWORK Writing up responses from interviews and look at the impacts on one of the life events on the individual.</p>
	<p>Task 2B: Lessons 11,12,13 Look at the different types of support - formal, informal and charities locally and nationally. Students research the different types of support available. Possible practitioners invited in to talk about their role in support. Or students research practitioner’s roles to gain an understanding of what they do. Create a display of the different roles of support.</p> <p>Lessons 14,15,16 Students complete task 2b for their coursework by writing up the types of support formally, informally and charities for their chosen individual’s life event.</p> <p>Students hand in work for marking</p>
<p>Spring Term 2A</p> <p>1.1, 1.2</p> <p>1.3</p> <p>2.1</p> <p>2.2</p>	<p>Lessons 1,2,3,4,5 Finishing off CW and any feedback provided.</p> <p>R032 Exam Content: Principles of care in health and social care *Look at the differences between health and social care and to make a list of the different ones. *Introduce the 5 rights: confidentiality, consultation, choice, protection from abuse and harm and equal and fair treatment. *Look at the key definitions, differences between the rights and examples in different settings. *Look at rights and the benefits linked with them. *Exam questions linked with this area/mini assessment. Self mark and DIRT time</p> <p>*9 person centred values. *Examples linked to the values from different health and social care settings. *6 C’s and Care Certificate *Examples linked to the 6 C’s. *Make links between the 6 C’s and person centred care values. *Benefits of applying person centred care values</p>

Spring Term 2B	
2.3	<p>*Effects on service users' health and wellbeing if person-centred values are not applied.</p> <p>Mini assessment on L02 Self- mark and DIRT time.</p>
3.1	*The importance of verbal communication skills in health and social care settings
3.2	*The importance of non-verbal communication skills in health and social care settings
3.3	*The importance of active listening in health and social care settings
Summer Term 3A	
3.4	*The importance of special methods of communication in health and social care settings
3.5	<p>*The importance of effective communication in health and social care settings</p> <p>*Mini Assessment on L03</p> <p>Self mark and DIRT time.</p>
Summer Term 3B	<p>R034 or R035</p> <p>Begin second piece of coursework</p>