

	KS4 prior learning	By the end of the term, students can:	Year 12 Term 1 <b>Unit 7: Safeguarding Unit 22: Psychology for Health</b>	Year 12 Term 2 <b>Unit 6: Personalisation Unit 22: Psychology for Health</b>	Year 12 Term 3 <b>Unit 6: Personalisation Unit 5: Infection Control</b>	Year 13 Term 1 <b>Unit 5: Infection Control</b>	Year 13 Term 2 <b>Unit 12: Positive Behaviour Unit 15: Health Promotion</b>	Year 13 Term 3 <b>Unit 12: Positive Behaviour Unit 15: Health Promotion</b>
<b>What we want our students to know and remember</b>	<p><i>PSHE: Healthy relationships</i></p> <p><i>PSHE: Healthy lifestyles</i></p> <p><i>Alcohol Drugs and tobacco</i></p> <p><i>Health related decisions</i></p> <p><i>Positive relationships</i></p> <p><i>Biology KS3: Gas exchange systems / smoking</i></p> <p><i>Biology KS3: Health / the effects of recreational drugs</i></p> <p><i>Biology KS3: Nutrition/ the consequences of an unbalanced diet</i></p>	Define the key tier 3 <b>vocabulary</b> :	<p>Unit 7; Abuse Risks Factors Regulation and legislation Disclosure Strategies Policies Proactive Procedures Minimising risks Mental Capacity Confidence and resilience</p> <p>Unit 22; biological, behaviourism, social learning, cognitive, psychodynamic, humanistic, person-centred care, behaviour change theory, learning theory, social cognitive, reasoned action, planned behaviour, health action process, transtheoretical,</p>	<p>Unit 6 Personalisation Co-production Personal Budget Local Authority Decentralisation Commissioning Person centred approach Policy landscape Institutional approach Tools Choice, voice and control</p> <p>Unit 22; chronic illness, psychological, learned helplessness, empowerment</p>	<p>Unit 7 Review meetings Key vocabulary taught previously</p> <p>Unit 5 Infection control Risks Chain of infection Legislation</p>	<p>Unit 5 Eradicate Standard Precautions Immunisation Compliance Deceased Risks Infection control Promotion</p>	<p>Unit 12 Positive behaviour Challenging behaviour Best Proactive Behavioural Support Physiological factors Proactive and Reactive interventions. Post Incident Review</p> <p>Unit 15; Psychological, communicable disease, adverse, behaviour change model</p>	<p>Unit 12 Proactive, Reactive and restrictive interventions. Post Incident Review Promote positive behaviour</p> <p>Unit 15; design principles, conflicts</p>
		Recall the <b>knowledge</b> :	<p>Unit 7; Types and signs of abuse Factors which may lead to abusive situations Legislation and regulatory requirements How to deal with suspected abuse and disclosures. Working strategies and procedures for safeguarding. Strategies to minimise the risk of abuse</p> <p>Unit 22; Psychological theories and approaches to health and social care, health</p>	<p>Unit 6; Key features of personalisation The impact of personalisation The role of the local authority Details of key pieces of legislation. What is meant by the person centred approach</p> <p>Unit 22; the role of health psychology and factors that influence health psychology, the impact of chronic illness and long term health conditions, the psychological impacts of requiring care.</p>	<p>Unit 6 Person Centred Plans and records. Review meetings.</p> <p>Unit 5 Infection control vocabulary Infection risks Chain of infection Legislation</p>	<p>Unit 5 Controlling the spread of infection Immunisation Role of the care worker</p>	<p>Unit 12 Contexts where promotion of positive behaviour is required Best practice when promoting positive behaviour How to design Behaviour support plans How to evaluate best practice</p> <p>Unit 15; Understand reasons for maintaining a healthy lifestyle (lo1) Understand the use of strategies and campaigns and the roles of professionals in</p>	<p>Unit 12 Proactive, reactive and restrictive interventions. Post Incident review Relevant Legislation and guidance</p> <p>Unit 15; How to implement and evaluate a campaign promoting health and well being (Lo4)</p>

			psychology theories of behaviour change.				promoting wellbeing (Lo2) Understand factors that influence responses to the promotion of health and wellbeing (Lo3)	
<b>What we want our students to do</b>		Demonstrate excellence in these <b>skills</b> :	<p><i>Unit 7; Distinguish between different types of abuse and the different effects</i></p> <p><i>Explain why certain individuals may be more at risk of abuse</i></p> <p><i>Knowledge of each piece of current legislation and apply these to individuals</i></p> <p><i>Explain how a suspicion or disclosure would be dealt with</i></p> <p><i>Explain proactive and protection measure</i></p> <p><i>Explain how risks can be minimised and how confidence and resilience can be developed.</i></p> <p>Unit 22; Apply psychological perspectives and approaches to health and social care and child care environments and consider how they can support person centred care. Evaluate how psychological theory contributes to everyday practice of caring for individuals, Evaluate the limitations of theories of behaviour change.</p>	<p>Unit 6; Define key terms</p> <p>Identify and apply relevant legislation</p> <p>Describe the role of the local authority</p> <p>Evaluate and analyse the benefits and impacts of personalisation.</p> <p>Describe the person centred approach, its principles and explain how they support person centred practice.</p> <p>Explain how the person centred approach has evolved over time.</p> <p>Explain the role the local authority takes in the personalisation agenda.</p> <p>Explain the principles of the person centred approach.</p> <p>Describe the current policy context.</p> <p>Explain the difference between the institutional and person centred approach</p> <p>Describe and explain challenges.</p> <p>Describe and apply methods for overcoming challenges.</p> <p>Describe, use and analyse tools of personalisation.</p> <p>Unit 22; Analyse factors that impact on health psychology</p> <p>Explain the psychological impacts of ill health</p> <p>Describe the psychological impacts of requiring care</p> <p>Assess why individuals may fail to comply with prescribed treatments,</p> <p>Evaluate the psychological impact when an individual fails to comply with prescribed treatment</p>	<p>Unit 6</p> <p>Describe, use and analyse person centred plans</p> <p>Describe and analyse the importance of person centred reviews.</p> <p><i>Recall key knowledge and develop exam technique</i></p> <p><i>Unit 5</i></p> <p><i>Describe common terms</i></p> <p><i>Explain the different risks in different environments</i></p> <p><i>Evaluate the effectiveness of legislation</i></p> <p><i>Describe sources of infection</i></p> <p><i>Outline methods of transition.</i></p>	<p>Unit 5 Demonstrate methods used to prevent the spread of infection</p> <p>Describe why standard precautions are needed at all times</p> <p>Explain why a number of methods are needed to control infection</p> <p>Analyse the effectiveness of immunisation</p> <p>Explain the purpose of protective clothing</p> <p>Explain why infection control remains important when caring for the deceased</p> <p>State a range of methods to ensure adequate cleaning</p> <p>Explain the importance of following policies and procedure</p> <p>Explain the purpose of policies and procedures in promoting good standards</p> <p>Analyse the role of the worker in infection control when the individual refuses to comply</p>	<p>Unit 12 Demonstrate best practice and a person-centred approach to promote positive behaviour.</p> <p>Assess how best practice can be evaluated.</p> <p>Describe a situation where a reactive or restrictive intervention would be required</p> <p>Assess how recognising stages of behaviour could promote positive behaviour</p> <p>Unit 15; Describe personal benefits of a healthy lifestyle</p> <p>Describe benefits to society of following a healthy lifestyle</p> <p>Analyse the impact on health of adverse lifestyle choices</p> <p>Explain health promotion strategies used by professionals when promoting health and wellbeing</p> <p>Explain possible barriers that prevent individuals from following health advice</p> <p>Discuss possible conflicts when promoting health and wellbeing.</p>	<p>Unit 12: Demonstrate strategies that could be used to promote positive behaviour.</p> <p>Evaluate why restrictive interventions are used in only the most serious situations.</p> <p>Evaluate the impact of strategies on an individual's wellbeing.</p> <p>Describe legislation.</p> <p>Unit 15; Plan and carry out a small scale campaign promoting health and wellbeing</p> <p>Analyse the success of a campaign promoting health and wellbeing</p>

<b>Key assessment questions:</b>			Unit 7; Explain why ... Identify ..... Analyse how ..... Outline key .... Discuss how .... Unit 22; Apply... Evaluate...	Unit 7 Explain why ... Identify ..... Analyse how ..... Outline key .... Discuss how ....  Unit 22; Explain... Assess.. Describe... Evaluate...	Unit 6 Explain why ... Identify ..... Analyse how ..... Outline key .... Discuss how ....  Unit 5 Demonstrate State Explain Analyse Describe Outline	Unit 5 Demonstrate State Explain Analyse Describe Outline	Unit 12 Assess Evaluate Describe  Unit 15; Describe... Explain... Analyse... Discuss.... Evaluate...	Unit 12 Assess Evaluate Describe  Unit 15; Plan... Implement... Analyse....
<b>Disciplinary Rigour</b>			The ability to apply safeguarding procedures and strategies to specific individuals and situations The ability to apply psychological theories and knowledge to health behaviours	Analysis of how the person centred approach has and is changing health and social care provision The ability to apply psychological theories and knowledge to health behaviours	The ability to apply personalisation strategies to specific individuals and situations.		The ability to understand how health psychology can improve the health and wellbeing of society	The ability to plan and carry out a small scale campaign