	KS4 prior learning	By the end of the term, students can:	Year 12 Term 1 — Unit 2: Equality and Diversity / Unit 1: Positive Relationships	Year 12 Term 2 — Unit 3: Health and Safety / Unit 1: Positive Relationships	Year 12 Term 3 — Positive Relationships / Unit 24 Public Health	Year 13 Term 1 — Unit 4 Anatomy and Physiology	Year 13 Term 2 — Unit 17 Mental Health	Year 13 Term3 — Mental Health (catch up tasks)
What we want our students to know and remember	*PSHE: Mental health and emotional wellbeing* *Positive relationships. Forming and maintaining respectful relationships* *Bullying Abuse and discrimination* *Bullying abuse and discrimination* *Employment Rights*	Define the key tier 3 **vocabulary**:	Unit 2; equality, diversity, values of care, paramountcy, advocacy, support networks, in/direct discrimination, legislation, national initiatives, policies, procedures, best practice Unit 1: Building Positive Relationships; Relationship Context Factors	Unit 3; hazard, un/intentional, legislation, policy, procedure, safeguarding, implementation, review, roles and responsibilities, incidents, emergency Unit 1: Building positive relationships Person Centred approach Reflective Practice	Unit 24 Public Health; regulations, organisations, practitioners, health promotion, government initiatives, environmental protection, immunisation, screening.	Unit 4; cardiovascular, respiratory, digestive, musculoskeletal, nervous system, endocrine system, control and regulatory systems, sensory systems, malfunctions, monitoring and care needs	Unit 17; concepts, types, symptoms, hospital-based, community-based, advocacy, independent bodies, Guidance and service strategy	
	Biology KS3: The skeletal and muscular systems *Cellular Respiration Genetics and evolution* *Nutrition and digestion Gas exchange systems* *English Year 8 Oliver Twist Year 10 Christmas Carol*	Recall the **knowledge**:	Concepts of equality, diversity and rights and how these are applied in health, social and childcare environments (Lo1), The impact or discriminatory practice in health, social and child care environments (Lo2), How current legislation and national initiatives promote anti-discriminatory practice (Lo3), How equality, diversity and rights are promoted using best practice. (Lo4) Unit 1 Types of relationships Impact of context Communication factors, spiritual factors, cultural factors, environmental factors and physical factors.	Potential hazards in health, social and childcare settings (Lo1) How legislation, policy and procedure promote health, safety and security (Lo2) The roles and responsibilities involved in health, social and childcare settings (Lo3) How to respond to incidents and emergencies (Lo4) Unit 1 The person centred approach Benefits for relationships of a person centred approach Aspects of reflective practice	Systems for the protection and promotion of public health (lo1) Public health strategies (Lo2)	The cardiovascular system, malfunctions and their impacts (Lo1) The respiratory system, malfunctions and their impacts (Lo2) The digestive system, malfunctions and their impacts (Lo3) The musculoskeletal system, malfunctions and their impacts (Lo4) The control and regulatory systems, malfunctions and their impacts (Lo5) The sensory system, malfunctions and their impacts (lo6)	The main concepts, types, causes and effects of mental health conditions. (Lo1) How to support individuals with mental health conditions to plan care, treatments and support 9Lo2)	

What we want our students to do			Demonstrate excellence in these **skills**:	Define the key concepts equality, diversity, rights and values of HSC Apply the key concepts using examples Describe support networks and advocacy services Identify factors that can incite discrimination and evaluate how this will affect individuals holistically, Define forms of discrimination. Identify key aspects of legislation and describe how individuals rights are supported Understand how national initiatives improve practice. Evaluate the impact of legislation and national initiatives. Understand how formal and informal support groups can help deal with discrimination. Understand how to apply best practice in care settings and deal with discrimination. Unit 1 Explain different types of relationships Analyse the role context plays in relationships Explain factors that can influence the building of positive relationships	Identify potential hazards and explain how they can affect staff and/or individuals requiring support. Analyse hazards that apply to different settings. Distinguish between intentional and unintentional abuse. Evaluate the effects that abuse can have. Identify key aspects of each legislation. Analyse how legislation promotes health, safety and security. Assess how legislation influences settings. Analyse the importance of health and safety policies and procedures and describe how they are implemented. Describe consequences if policies and procedures are not met. Describe the roles and responsibilities within settings. Analyse consequences of not meeting responsibilities. Unit 1 Explain strategies to ensure a person-centred approach Analyse how a person-centred approach supports the building of positive relationships Demonstrate effective communication skills in a one-to-one and group interaction Review the effectiveness of the communication skills used . Justify the use of reflective practice.	Summarise the origins of public health policy and legislation. Explain the role of national organisations and practitioners in promoting public health. Explain different strategies to promote public health. Explain how organisations and practitioners work together on promotion of public health. Analyse the effectiveness of different public health strategies.	Describe the components of each system, their structure and functions. Label diagrams. Explain the causes and symptoms of malfunctions and relate them to structures studied. Analyse the impact of the identified condition; monitoring, treatment, lifestyle changes and care needs,	Describe concepts, types, causes and effects of mental health conditions, Suggest treatments that can best support individuals with mental health conditions, compare the use of treatments for different mental health conditions. Suggest services that can best support the needs of individuals with mental health conditions. Compare how different support services benefit individuals with mental health conditions. Analyse the potential impact of care and support received from professionals. Summarise how legislation can be used to support individuals with mental health conditions.	
Key assessment questions:				Give examples of … Describe 2 ways that x can help… Define… Outline… Explain the… Evaluate how ….	Give examples of … Describe 2 ways that x can help… Define… Outline… Explain the… Evaluate how ….	Summarise… Explain… Analyse…	Label… Identify… Analyse the impact of… Explain what/how… Describe …. Assess the impact of… Name the….	Describe… Compare… Suggest… Summarise…. Analyse…	

			Analyse how… Justify your response.	Analyse how… Justify your response.			
Disciplinary Rigour			The ability to apply rights and values of care across settings and situations. The ability to apply legislation to different scenarios. The ability to reflect on real life scenarios.	The ability to apply legislation and national initiatives to real world scenarios. The ability to apply safeguarding procedures to scenarios. The ability to demonstrate skills.	The ability to understand how practitioners and organisations are involved in both historic and current public health promotion	The ability to understand how organs and body systems interact to ensure the body can provide conditions necessary for thought, co-ordination, movement and growth.	The ability to recommend treatment and support services for given mental health conditions and recognise the importance of legislation to protect the individuals