

In Year 13 we look at topics that include Building positive relationships, Sexual Health, Reproduction and Early Development stages and Nutrition for Health

Content Taught	Spec Ref	Essential knowledge	Assessment	Rationale
<p align="center">HT1</p> <p>In this half term students will study a unit of work that focus on:</p> <p>Factors that influence the building of positive relationships</p> <hr/> <p>In this half term students will study a unit of work that focus on:</p> <p>Person centred approach and it builds positive relationships in health, social care or child care environments</p>	<p>Unit 1: Building positive relationships in Health and Social Care</p>	<p>Students will develop essential knowledge of...</p> <p>Knowledge of key terms/concepts/explanations</p> <p>How to apply key factors to building positive relationships within health and social care contexts and analyse the importance of context in building positive relationships</p> <p>Knowledge of key terms/concepts/explanations</p> <p>How to apply and analyse person centred strategies to explain the most effective way to build positive relationships within health and social care contexts</p> <p><u>Essential knowledge reading for depth:</u> https://www.health.org.uk/sites/default/files/PersonCentredCareMadeSimple.pdf</p>	<p>Formative assessment- Live marking of students oral and written work is carried out following retrieval starter tasks for each lesson</p>	
<p align="center">HT2</p> <p>In this half term students will study a unit of work that focus on:</p> <p>Use communication skills effectively to build positive relationships in health, social care or early years environment</p>		<p>Construct and perform two roleplays to demonstrate how to build positive relationships in one to one and group contexts in health and Social or childcare settings</p> <p>The strengths and weaknesses of the communication skills demonstrated in the two interactions/role plays</p> <p>Justification of the use of reflective practice with examples to illustrate</p> <p><u>Essential knowledge reading for breadth:</u> Reflective-and-critical-template-signed.pdf (framework.org.uk)</p>	<p>Formative assessment- Live marking of students oral and written work is carried out following retrieval starter tasks for each lesson</p> <p>Completed portfolios internally summatively assessed and moderated in preparation for moderator visit</p>	
<p align="center">HT3</p> <p>In this half term students will study a unit of work that focus on:</p> <p>Sexual health and contraception</p> <hr/> <p>The importance of post natal health and the process of conception</p>	<p>Unit 13: Sexual health, Reproduction and Early Development stages</p>	<p>Knowledge of a range of sexually transmitted infections and the ways in which individuals and the government promote and protect sexual health</p> <p>Knowledge of a range of contraceptive methods and how they work</p> <p>Knowledge of the process of conception and how individuals can promote healthy conception</p> <p>Knowledge of in utero disabilities and factors that affect the health of the foetus</p> <p><u>Essential knowledge reading for consolidation:</u> Conception and Prenatal Development – Introduction to Psychology (umn.edu)</p>	<p>Formative assessment- Live marking of students oral and written work is carried out following retrieval starter tasks for each lesson</p>	<p>The unit is delivered so that students Building positive relationships delivered as our second portfolio unit which builds on prior learning from our Health, Safety and Security unit and Anatomy and Physiology unit. This also supports future learning as students further develop report writing skills ie structure; language; application to meet demands of command words for P,M,D tasks</p>

	Factors which could affect health in pregnancy and the success of the birth				
HT4	<p>In this half term students will study a unit of work that focus on:</p> <p>The stages of pregnancy and birth and the postnatal care of the mother</p>	Unit 13: Sexual health,	<p>Knowledge of the development throughout pregnancy and explain the process of birth</p> <p>Knowledge of the needs of post -natal mothers and why post- natal care of the mother is important</p> <p>Knowledge of the pattern of development expected of the baby 0-1 years and the range of factors both positive and negative that influence this development</p> <p><u>Essential knowledge reading for breadth:</u> <u>Baby Development Stages in the First Year: Month by Month (healthline.com)</u></p>	<p>Formative assessment- Live marking of students oral and written work is carried out following retrieval starter tasks for each lesson</p> <p>Completed portfolios internally summatively assessed and moderated in preparation for moderator visit</p>	
	<p>The care and development of the baby in the first year of life</p>		<p>Knowledge of how health and social care services influence the development of the baby in its first year of life</p>		
HT5	<p>In this half term students will study a unit of work that focus on:</p> <p>Nutritional and diet guidelines- example models</p>	Unit 10: Nutrition for Health	<p>Knowledge of nutritional and diet guidelines</p> <p>Knowledge of the function of nutrients</p> <p>Knowledge of why nutritional guidelines may differ for different people and the effects of poor nutrition on different people</p> <p><u>Essential knowledge reading for consolidation:</u> <u>A healthy, balanced diet - British Nutrition Foundation</u></p>	<p>Formative assessment- Live marking of students oral and written work is carried out following retrieval starter tasks for each lesson</p> <p>Completed portfolios internally summatively assessed and moderated in preparation for moderator visit</p>	<p>The unit is delivered so that students Building positive relationships delivered as our third portfolio unit which builds on prior learning from our Anatomy and Physiology unit. Students further develop report writing skills ie structure; language; application to meet demands of command words for P,M,D tasks</p>
	<p>The function of nutrients</p>		<p>Knowledge of factors that influence nutritional health and barriers to sustaining a personalised dietary plan which links to causes of poor nutrition.</p>		
	<p>Variations in nutritional guidelines to personalise and the effects of poor nutrition on different people</p>		<p>Knowledge for prior learning to be able to make recommendations to improve nutritional health of a individual</p>		
	<p>Factors that influence nutritional health and reasons why individuals may find it difficult to maintain nutritional health</p>				

	Prior learning from unit to understand the strengths and weaknesses of an individuals diet in order to develop a diet plan to improve their nutritional health				
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