

## Health and Social Care and Children's and Young People's Settings Curriculum Overview

Year	Autumn		Spring		Summer	
<u>NCFE</u>	HT1	HT2	HT3	HT4	HT5	HT6
<u>Level 1</u>	Topic/Unit	Topic/Unit	Topic/Unit	Topic/Unit	Topic/Unit	Topic/Unit
11	<p><b><u>Introduction to Health, Social care and Children's and Young People's Setting</u></b></p> <p><b>Section 1: Service Provision in health, social care, early years and childcare</b></p> <ul style="list-style-type: none"> <li>• Overview of services – from cradle to grave</li> <li>• Types of support and services available</li> <li>• Services for children and young people</li> <li>• People who use services</li> <li>• How health and social care services are funded</li> </ul>	<p><b><u>Understand the principles and values in health and social care (adults and children and young people), early years and childcare</u></b></p> <p><b>Section 1: Principles and values in health, social care, early years and childcare</b></p> <ul style="list-style-type: none"> <li>• Values that underpin health and social care, early years and childcare</li> <li>• Principles that underpin health and social care, early years and childcare</li> <li>• Guidance and Standards</li> </ul>	<p><b><u>Introduction to communication in health and social care (adults and children and young people), early years and childcare</u></b></p> <p><b>Section 1: Verbal and non-verbal communication</b></p> <ul style="list-style-type: none"> <li>• Understanding the basics of communication</li> <li>• Communicating using language – verbal communication</li> <li>• Communicating without language – non-verbal communication</li> </ul>	<p><b><u>Awareness of protection and safeguarding in health and social care (adults and children and young people), early years and childcare</u></b></p> <p><b>Section 1: Protection and safeguarding</b></p> <ul style="list-style-type: none"> <li>• Protection of vulnerable adults</li> <li>• Safeguarding children and young people</li> <li>• Recognising abuse, harm and neglect</li> </ul>	<p><b><u>Folder and Assessment Booklet overview</u></b></p> <ul style="list-style-type: none"> <li>• Final review of Folders and Assessment Booklets</li> <li>• Ensuring all Assessment Objectives met.</li> </ul>	

	<p><b>Section 2: The range of different work roles</b></p> <ul style="list-style-type: none"> <li>• Different work roles</li> <li>• Working with children and young people</li> <li>• Work roles within an organisation</li> <li>• Knowledge and skills</li> <li>• Career progression paths</li> </ul>	<ul style="list-style-type: none"> <li>• Confidentiality and sharing information</li> </ul> <p><b>Section 2: Child-centred and person-centred practice</b></p> <ul style="list-style-type: none"> <li>• What is child-centred or person-centred practice?</li> <li>• The importance of feeling valued</li> <li>• The importance of empathy</li> <li>• The importance of using appropriate language</li> </ul> <p>Child or person-centred work in practice</p>	<p><b>Section 2: Communication needs of individuals</b></p> <ul style="list-style-type: none"> <li>• Communication needs, preferences and wishes</li> <li>• Methods of communication for individual needs</li> <li>• Barriers to communication</li> </ul>	<p><b>Section 2: Prevention of harm and abuse</b></p> <ul style="list-style-type: none"> <li>• How harm, abuse and neglect can be prevented</li> <li>• Sources of information and support</li> <li>• Who is responsible for protecting vulnerable adults and safeguarding children?</li> <li>• Reporting concerns and sharing information</li> </ul>		
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