

PE Curriculum Overview



Winifred Holtby
Academy

Respect. Ambition. Achievement



THE CONSORTIUM
ACADEMY TRUST

Shaping Positive Futures

Introduction

This document outlines the curriculum and key considerations including:

- Aims and purpose.
- Alignment with the whole school provision and curriculum intent
- A summary programme of study which includes sequencing of taught content.

We align our curriculum with the National Curriculum and Hull Active Schools calendar:

- To provide students with a broad, balanced and person-centred curriculum providing pupils the essential knowledge and physical literacy that they need to develop lifelong participation in physical activity and foster a healthy physical, social, and mental wellbeing.
- The provision of our framework develops the whole person, assessing four key components: physical fitness, cognitive skills, physical skills, and learner qualities. With pathways in KS4 that enable pupils to take greater ownership, selecting competitive, recreational and lifestyle options. Examination options Level 1/2 OCR Sports Science and Level 1/2 OCR Cambridge national Health and Social care provide a clear progression route into post-sixteen learning.
- To prepare students to be confident in themselves, developing transferable skills—including teamwork, resilience, leadership, independence, problem solving and self-motivation— ensuring pupils have a fulfilled and successful life beyond our school – one where they contribute positively to society.
- Our extensive extra-curricular programme enhances the curriculum and supports success in intra- and inter-school competitions across all ability levels—from Yorkshire/National Cup rugby league to inclusive table cricket. This is aligned with the Hull Active Schools partnership at inclusive, local, and regional levels. Providing competitive and participation opportunities at all levels, including officiating, leading, and coaching.

Numeracy and literacy

WHA Literacy Strategy: Every teacher at Winifred Holtby Academy is considered a teacher of literacy. Consequently, it is the responsibility of every member of staff to develop students' literacy skills. Opportunities for students to extend and develop literacy skills are woven into the learning experience across the curriculum. Teaching strategies across all subjects are founded on the development of students' reading, writing, and speaking skills. Outside of lessons, students are still expected to maintain high levels of Standard English, which is exemplified by staff. Opportunities to develop key literacy skills are also frequent in the extra-curricular activities undertaken by students. Winifred Holtby Academy believes that the advancement of communication skills in young people is a holistic process, which is addressed both in and out of the classroom.

PE and Health Literacy and numeracy opportunities

- Timing, measuring, scoring, and recording results of games, performance, and fitness tests.
- Graph and map work during OAA and fitness testing.

- Use of subject specific language every lesson, embedded through the four pillar assessment criteria.
- Reading and designing/composing routines, fitness programmes, and drills.
- Reading aloud from sport specific and health and social text within KS4 examination classes
- Writing every lesson, to show applications of knowledge and within assignments

WHA Disadvantage Strategy: Quality First Teaching: High-quality teaching is at the heart of our approach. Ensuring that all pupils benefit from a well-structured, knowledge-rich curriculum is central to our work. We strive to equip our learners with the necessary skills to access the curriculum, with a strong emphasis on securing fundamental skills, alongside the social and emotional competencies required for effective learning. We aim to ensure that all students, including disadvantaged pupils, make significant progress and that the attainment of non-disadvantaged pupils is sustained and improved in parallel. Targeted Support: Robust, diagnostic assessments will be used to identify specific needs, enabling us to implement timely and effective interventions. Every pupil, regardless of background, will be challenged to reach their potential in every task. Our staff take collective responsibility for the achievement of disadvantaged students and work collaboratively to raise expectations. By addressing individual barriers to learning, we ensure that disadvantaged pupils receive the focused support they need to achieve at the highest level.

TCAT Curriculum Principles: At Winifred Holtby Academy, our collective educational philosophy is clear: we must deliver a first-class educational experience to all students.

Highly successful schools and academies by their very nature can bring out the best in everyone at every level– they operate in such an effective way that success is not something that happens by chance – but it is inevitable. Every child, irrespective of background and circumstance, has the right to be educated in an effective school. It is this belief that forms our core principle.

At Winifred Holtby Academy, we recognise and understand the positive impact an effective teacher has on the learning and progress a student makes. What happens in the classroom, workshop, and gymnasium or on the sports field is at the centre of everything we do, and we believe that we should always endeavour to be the best we can be.

Purpose of study

PE plays a crucial role in promoting a healthy lifestyle, fostering a love for movement, and equipping students with valuable physical and social skills that benefit them throughout their lives.

- Physical health: Physical education encourages students to be fitter and healthier by developing cardiovascular endurance, muscle strength, and flexibility.
- Lifelong enjoyment: PE can help students discover activities they enjoy and create a foundation for staying active throughout their lives.
- Understanding of movement: Students learn the skills and techniques behind various sports and physical activities.
- Well-being: PE promotes not just physical health but also mental and emotional well-being through stress reduction and mood improvement.
- Independence: Students develop self-reliance and problem-solving skills through participation in physical activities.
- Confidence: Overcoming challenges and mastering new skills in PE can boost self-esteem and confidence.
- Collaborative skills: Team sports and group activities within PE foster teamwork, communication, and cooperation.

Curriculum Aims

Our Physical Education curriculum combines physical performance with academic challenge to provide all learners with an engaging, ambitious, and enriching experience. Through a broad range of activities, pupils develop transferable skills including decision-making, independent thinking, problem solving, psychological understanding of others and the ability to think, act and react under pressure. High-quality teaching breaks down the technical, tactical, and physical components of each activity and provides repeated opportunities for rehearsal, refinement, and feedback so that learners can recognise and celebrate their progress. PE fosters commitment, resilience and personal responsibility, teaching pupils the habits required to work towards and achieve personal goals.

Across Key Stage 3, pupils follow a comprehensive programme of invasion games, net and wall games, fielding and striking, swimming, dance, and athletics. Year 7 and 8 pupils receive two hours of PE each week, with indoor and outdoor units from September to Easter before moving to a fully outdoor programme in the summer term; Year 9 pupils receive one hour weekly and follow a comparable breadth of study. The curriculum is designed to develop physical and cognitive skills both in isolation and in competitive or game-based contexts, deepening pupils' understanding of rules, tactics, and strategies in the roles of performer, coach, and official. Teaching is underpinned by the WHA learner profile, promoting responsibility, motivation, resilience, independence, and high aspirations. Mixed-ability groupings are based on baseline assessments in Year 7, with pupils placed on individual pathways and receiving clear, personalised feedback linked to their starting points.

At Key Stage 4, all pupils receive one hour of core PE each week, focusing on recreational participation, well-being and the continued development of physical fitness, cognitive skills, physical skills, and personal qualities. Pupils engage in a variety of activities—including swimming, badminton, fitness, netball, football, and rugby league—and are encouraged to adopt broader roles such as officiating, coaching and leading to develop holistic and tactical understanding. Option pathways enhance ownership and engagement, with all pupils being able to follow competitive, recreational, or healthy lifestyle routes that support their personal interests and aspirations.

Across both key stages, our aim is for all learners to leave school with the motivation, confidence, and knowledge to lead healthy, active lives. We strive to develop physically competent performers, effective collaborators and responsible leaders of the future, equipped with the social, emotional, and mental health benefits that lifelong participation in physical activity can bring.

Building on prior learning - What can students do by the end of KS2?

Students should be taught to:

- use running, jumping, throwing, and catching in isolation and in combination.
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, netball, and rounders], and apply basic principles suitable for attacking and defending.
- develop flexibility, strength, technique, control, and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns.
- take part in outdoor and adventurous activity challenges both individually and within a team.
- to show water confidence and understand water safety.
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

What are the skills gaps?

- Sometimes a lack of PE subject specialists in primary school leads to a lack of core skills.
- Limited variety of sports with tennis, cricket, and badminton at a significant disadvantage to other sports such as football and rounders.

- Limited exposure to competition and development of resilience for some students.
- Limited exposure to swimming and confidence around water

Curriculum Structure

Physical Skills	Cognitive skills	Personal qualities	Physical fitness
Kinaesthetic awareness Balance and control Co-ordination and fluency Rhythm and timing Gross and fine motor skill	Focus and concentration. Cue recognition Sequential thinking Prioritizing Decision making Multi-processing Problem solving Creativity	Self-motivation Independent learner Prepared to learn (KIT) Resilience Take responsibility. Problem solving Sports specific vocabulary Respect and tolerance	Flexibility Reaction time Endurance Balance Speed Co-ordination Agility Power Strength

Assessment Objectives

KS3 PE

Pathway	Assessment criteria
GOLD	<p>Advanced skill and techniques. (Pillar 1)</p> <p>Advanced knowledge and application of rules and tactics.</p> <p>Evaluate strengths and areas of improvement, making suggestions of how to improve. (Pillar 2)</p> <p>Advanced personal qualities. (Pillar 3)</p> <p>Advanced physical fitness. (Pillar 4)</p>
SILVER	<p>Competent skill and techniques. (Pillar 1)</p> <p>Competent knowledge and application of rules and tactics.</p> <p>Evaluate strengths and areas of improvement, making suggestions of how to improve. (Pillar 2)</p> <p>Competent personal qualities. (Pillar 3)</p> <p>Competent physical fitness. (Pillar 4)</p>
BRONZE	<p>Developing skill and techniques (Pillar 1)</p> <p>Developing knowledge of rules and tactics.</p> <p>Evaluate strengths and areas of improvement, making suggestions of how to improve. (Pillar 2)</p> <p>Developing personal qualities. (Pillar 3)</p> <p>Developing physical fitness. (Pillar 4)</p>
<p>Advanced= Able to demonstrate all 4 pillars with an extremely high success rate (e.g., 9/10 times) and apply these to performance. Applying them with a positive influence in competition.</p> <p>Competent= Able to demonstrate all 4 pillars with success (e.g., 6-7/10 times) and apply with some success to performance.</p> <p>Developing= Able to demonstrate all 4 pillars with some success (e.g., 4-5/10 times) and try to use these within a performance.</p>	

KS4

Sport Science

Nutrition				
Task one	Task two	Task three	Task four	
The nutrients needed for healthy, balanced nutrition plan	Identify dietary requirements of various sporting activities	Develop a balanced nutritional plan for a sporting activity	How nutritional behaviours can be managed to improve sports performance	
Principles of training				
Task one	Task two	Task three	Task four	Task five

Components of fitness applied in sport	Components of fitness applied in sport	Apply principles of training in sport	Organising and planning a fitness training programme	Review own performance in planning and delivery of a fitness training programme
Exam – Reducing the risk of injuries and dealing with common medical conditions				

Health and Social Care

Supporting individuals through life events			
Task one		Task two	
Growth and development through a life stage		Life events and sources of support for individuals	
		2a- impact of life events on individuals	2b- research and recommend support to meet individual needs
Creative and therapeutic activities			
Task one		Task two & three	Task four
Creative activities and their benefits	Plan a creative activity for individuals or groups in a health or social care setting	Deliver a creative activity and evaluate your own performance	Therapies and their benefits
Exam – Principles of care in health and social care settings			

Extra-curricular

Extra-Curricular activities play an important part in Winifred Holtby Academy life and as a faculty, Team PE offer a broad extra-curricular programme that includes Football, Netball, Rugby (League and Union), Cross Country, Trampolining, Swimming, Athletics, Rounders, Fitness, Basketball, Badminton, Tennis and Table Tennis.

Our extra-curricular provision works in conjunction with the Hull Active Schools competition calendar to ensure pupils are fully prepared and we maximise opportunities for success. The extensive extra-curricular programme caters for all levels and tiered ability categories allow all pupils the chance to compete and represent the Academy with competitions ranging from National and Yorkshire Cup rugby league to inclusion level table cricket. In addition to the extra-curricular clubs on offer, we also work closely with the House teams to ensure we provide a variety of sporting competitions throughout the year. As a faculty we work closely with and have developed strong links with external providers such as Tigers Trust, Hull Kingston Rovers, Castleford Tigers Hull City and Hull FC.

We also run weekly success zones/coaching clinics based on the OCR Sports Science and health and social care syllabus we offer in Key Stage 4. Students are surveyed regularly to ensure that they have an input on the sports and activities on offer and our Twitter page keeps them informed of upcoming events/competitions, whilst also celebrating their success.

Core PE Curriculum Programme

In Key Stage 3 classes develop their knowledge and skills through a programme of activities, taught in rotation throughout the year and revisited in each year.

	Half term one		Half term two		Half term three		Half term four		Half term five	Half term six
	Indoor	Outdoor	Indoor	outdoor	Indoor	Outdoor	Indoor	Outdoor	Outdoor	Outdoor
Year 7	Baseline	Baseline	Swimming Gymnastics Basketball	Flag football Rugby Handball Netball	Swimming Gymnastics Basketball	Flag football Rugby Handball Netball	Swimming Gymnastics Basketball	Flag football Rugby Handball Netball	Athletics Softball / Rounders Cricket OAA	Athletics Softball /Rounders Cricket OAA Tennis /Pickleball
Year 8	Swimming Badminton Fitness suite Table tennis	Rugby Handball Football Flag Football Netball	Swimming Badminton Table Tennis Fitness suite	Rugby Handball Football Flag Football Netball	Swimming Badminton Table Tennis Fitness suite	Rugby Handball Football Flag Football Netball	Swimming Badminton Table Tennis Fitness suite	Rugby Handball Football Flag Football Netball	Tennis/ Pickleball Athletics Cricket Rounders Softball	Athletics Cricket Rounders Frisbee OAA Softball
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Outdoor	Outdoor
Year 9	Swimming /Life saving Table tennis Basketball	Rugby Flag football Netball Handball Basketball	Swimming /Life saving Table tennis Basketball	Rugby Flag football Netball Handball Basketball	Football Flag football Swimming/life saving	Badminton Dance Fitness suite	Rugby Football Flag football	Badminton Volleyball Dance Fitness suite	Athletics Tennis/ pickleball Rounders Cricket Softball Alternative	Athletics Tennis/pickleball Rounders Cricket Softball Alternative

In Key Stage 4 PE classes select a pathway of study for the year, rotating activities each half term.

Pathway one	Pathway two	Pathway three	Pathway four	Pathway five	Pathway 6 (pupils are selected)
Handball Rugby Football Badminton Athletics Softball	Swimming Badminton Flag Football Football Softball Fitness suite	Table Tennis & Darts Swimming/ Life saving Swimming/ Water polo Fitness suite Dodgeball Frisbee	Netball & Flag Football Trampolining Badminton & Fitness suite Football & Rugby Athletics Rounders	Badminton & Volleyball Fitness suite Studio Fitness Basketball & Netball Dance Alternative / inclusive	Small group intervention

KS4- OCR Level 1/2 Cambridge National Sports Science Curriculum Sequencing

Year 10

	Autumn term	Spring term	Summer term
Knowledge	<p>Unit R183: Nutrition and sports performance</p> <p>Topic Area 1: Nutrients needed for a healthy, balanced nutrition plan.</p> <p>Topic Area 2: Applying differing dietary requirements to varying types of sporting activity.</p> <p>Topic Area 3: Developing a balanced nutrition plan for a selected sporting activity.</p> <p>Topic Area 4: How nutritional behaviours can be managed to improve sports performance.</p> <p>1.1 Characteristics of a balanced nutrition plan Meeting the nutritional requirements of an individual</p> <ul style="list-style-type: none"> <input type="checkbox"/> Carbohydrates: ♣ Fats ♣ Proteins ♣ Fibre ♣ Water ♣ Vitamins and minerals <input type="checkbox"/> Containing a variety of foods <input type="checkbox"/> Suiting the needs/tastes of the individual 	<p>Unit R181: Applying the principles of training: fitness and how it affects skill performance.</p> <p>Topic Area 1: Components of fitness applied in sport.</p> <p>1.1 The relevance of components of fitness to different sports</p> <p>1.1.1 The definition of and suitable fitness test used to measure each component of fitness (cardiovascular endurance, muscular endurance, speed, strength, power, agility, balance, flexibility, co-ordination, reaction time)</p> <p>The definition, suitable fitness test used, fitness components requirements of sports, justification of most important components of fitness.</p> <p>1.1.2 Fitness component requirements of sports How each component is important in two sports.</p>	<p>Unit R181: Applying the principles of training: fitness and how it affects skill performance.</p> <p>Topic Area 2: Principles of training in sport.</p> <p>2.1 Principles of training and goal setting in a sporting context</p> <p>2.1.1 the definition and application of each principle of training and goal setting</p> <ul style="list-style-type: none"> <input type="checkbox"/> SPOR principle ♣ Specificity ♣ Progression ♣ Overload ♣ Reversibility <input type="checkbox"/> FITT principle ♣ Frequency ♣ Intensity ♣ Time ♣ Type <input type="checkbox"/> SMART goals ♣ Specific ♣ Measurable ♣ Achievable ♣ Realistic ♣ Time-bound <p>2.2 Methods of training and their Benefits Advantages and disadvantages of the structure of each training</p> <p>2.2.1 Advantages and disadvantages of the structure of each training method:</p>

<p>1.2 The role of nutrients in sports and their sources Carbohydrates give a quick supply of energy – sugars and starchy carbohydrates. <input type="checkbox"/> Fats – give a slower supply of energy and transport some vitamins around the body – include good and bad fats <input type="checkbox"/> Proteins repair muscle damage <input type="checkbox"/> Fibre helps digestion and prevents constipation <input type="checkbox"/> Water keeps the body hydrated, regulate temperature, helps remove waste products <input type="checkbox"/> Vitamins and minerals help strengthen bones, maintain a healthy immune system</p> <p>2.1 The dietary requirements of endurance/aerobic activities Before, during and after endurance/aerobic activity</p> <ul style="list-style-type: none"> • Hydration • Carbo-loading <p>2.2 The dietary requirements of short intense/anaerobic activities Before, during and after short intense/anaerobic activity</p> <ul style="list-style-type: none"> • Use of carbs- not carbo-loading • Use of proteins • Hydration <p>2.3 The dietary requirements of strength-based activities Before, during and after strength-based activities</p> <ul style="list-style-type: none"> • High protein • Limited excess body fat • Hydration <p>3.1 How to design and develop a balanced nutrition plan. Gathering details, Adapt the nutrition plan to suit a chosen sporting activity.</p>	<p>1.1.3 Justification of most important components of fitness:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The two most important components in each of two sports <input type="checkbox"/> In a pressured drill to show how these two fitness components relate to effectiveness in a competitive situation <p>1.2 Assess components of fitness.</p> <p>1.2.1 Fitness test for components of fitness, (cardiovascular endurance, muscular endurance, speed, strength, power, agility, balance, flexibility, co-ordination, reaction time).</p> <p>1.2.2 Collect and interpret the results.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Against normative data <input type="checkbox"/> Validity <input type="checkbox"/> Reliability <p>1.2.3 Strength and areas of improvement of each fitness components</p> <ul style="list-style-type: none"> <input type="checkbox"/> Strengths <input type="checkbox"/> Areas of improvement <p>1.3 Application of components of fitness to skill performance</p> <p>1.3.1 Devising skill-based fitness tests</p> <ul style="list-style-type: none"> - realistic to a full performance situation - Procedures - How to collect and record results <p>1.3.2 Conduct the tests devised.</p> <p>1.3.3 Collect, record, and interpret the results of skill-based fitness tests.</p> <ul style="list-style-type: none"> - Use appropriate units 	<ul style="list-style-type: none"> <input type="checkbox"/> Continuous training <input type="checkbox"/> Fartlek training <input type="checkbox"/> Interval training <input type="checkbox"/> Circuit training <input type="checkbox"/> Plyometrics <input type="checkbox"/> Weight/resistance training <input type="checkbox"/> HIIT (High Intensity Interval Training) <p>2.2.2 Aerobic exercise:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Characteristics of aerobic exercise: ♣ Intensity ♣ Duration ♣ Oxygen consumption ♣ Methods of training aerobically <p>2.2.3 Anaerobic exercise:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Characteristics of anaerobic exercise ♣ Intensity ♣ Duration ♣ Oxygen consumption ♣ Methods of training anaerobically
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	<ul style="list-style-type: none"> <input type="checkbox"/> Add or remove relevant nutrients <input type="checkbox"/> Change timings <input type="checkbox"/> Portion sizes <input type="checkbox"/> Amount of meals <p>3.2 Key factors when considering the success impact of a nutrition plan.</p> <p>Identify nutritional changes, suitability and organisation, review the potential success.</p> <p>Topic Area 4: How nutritional behaviours can be managed to improve sports performance.</p> <p>4.1.1- The effects of overeating on sports performance</p> <p>Effect on components of fitness</p> <ul style="list-style-type: none"> <input type="checkbox"/> How overeating can be manipulated for selected sports <input type="checkbox"/> Increased nutrients <input type="checkbox"/> Performance benefits <p>4.1.2. The effects of undereating on sports performance</p> <ul style="list-style-type: none"> <input type="checkbox"/> Reduced energy levels <input type="checkbox"/> Reduced concentration <input type="checkbox"/> Weight management <p>4.1.3- The effects of dehydration on sports performance</p> <ul style="list-style-type: none"> <input type="checkbox"/> Overheating <input type="checkbox"/> Reduced performance level <input type="checkbox"/> Reduced bloated feeling <input type="checkbox"/> Reduced water retention 		
Assessment	<ul style="list-style-type: none"> -Recall- 5in5 at the start of every lesson -Application tasks each lesson to show application of knowledge gained to assessment like scenarios -Purple pen practice assignments 	<ul style="list-style-type: none"> -Recall- 5in5 at the start of every lesson -Application tasks each lesson to show application of knowledge gained to assessment like scenarios -Purple pen practice assignments 	<ul style="list-style-type: none"> -Recall- 5in5 at the start of every lesson -Application tasks each lesson to show application of knowledge gained to assessment like scenarios -Purple pen practice assignments

-Assignments set via the exam board

Unit R183 – Topic Area 1: Nutrients needed for a healthy, balanced nutrition plan		
MB1: 1–2 marks	MB2: 3–4 marks	MB3: 5–6 marks
Provides a limited description of what nutrients are and their role within a healthy balanced diet for the client's sporting activity.	Adequately describes what nutrients are and their role within a healthy balanced diet for the client's sporting activity.	Comprehensively explains what nutrients are and their role within a healthy balanced diet for the client's sporting activity.
Gives a limited range of relevant examples of food sources of nutrients.	Gives a range of relevant examples of food sources of nutrients.	Gives a wide range of relevant examples of food sources of nutrients.

Unit R183 – Topic Area 2: Applying differing dietary requirements to varying types of sporting activity		
MB1: 1–4 marks	MB2: 5–8 marks	MB3: 9–12 marks
Briefly outlines the importance of nutrition before, during and after exercise for each sporting activity.	Adequately explains the importance of nutrition before, during and after exercise for each sporting activity.	Comprehensively explains the importance of nutrition before, during and after exercise for each sporting activity.
Outlines the basic nutritional requirements for each sporting activity. Matches different needs with different activities with limited accuracy.	Outlines a range of nutritional requirements for each sporting activity. Matches different needs with different activities with some accuracy.	Outlines a wide range of nutritional requirements for each sporting activity. Matches different needs with different activities accurately .
Outlines with limited accuracy, the foods that are ideal and foods to limit for each sporting activity.	Explains with some accuracy foods that are ideal and foods to limit for each sporting activity.	Comprehensively explains why some foods are ideal and what foods to limit for each sporting activity.
Limited or no justification of why these foods are either ideal or to be limited.	Some justification of why these foods are either ideal or to be limited.	Detailed justification of why these foods are either ideal or to be limited.

Unit R183 – Topic Area 3: Developing a balanced nutrition plan for a selected sporting activity		
MB1: 1–4 marks	MB2: 5–8 marks	MB3: 9–12 marks
The plan meets few of the specific needs and requirements identified in the goals.	The plan meets some of the specific needs and requirements identified in the goals.	The plan meets all of the specific needs and requirements identified in the goals.
Measurement of the impact of the nutrition plan is brief , with limited reflection on the client's needs.	Measurement of the impact of the nutrition plan is adequate and some of the client's needs are reflected upon.	Measurement of the impact of the nutrition plan is comprehensive and most of the client's needs are reflected upon.
Ideas for improvement are basic rather than specific to the sporting activity or individual.	Ideas for improvement are partly relevant and considered to the sporting activity or individual.	Ideas for improvement are specific to the sporting activity or individual.
Limited or no justification for the ideas for improvement.	Some justification of the ideas for improvement.	Detailed justification of the ideas for improvement.

Unit R183 – Topic Area 4: How nutritional behaviours can be managed to improve sports performance		
MB1: 1–3 marks	MB2: 4–7 marks	MB3: 8–10 marks
Limited discussion of the detrimental effects of overeating, under eating and dehydration, using few references to sports performance in your client's activity.	Adequately discusses the detrimental effects of overeating, under eating and dehydration, using some references to sports performance in your client's activity.	Discusses in detail the detrimental effects of overeating, under eating and dehydration, with clear and detailed references to sports performance in your client's activity.
Limited discussion of how nutrition can be positively managed by overeating, under eating and dehydration, using few references to sports performance in your client's activity.	Adequately discusses how nutrition can be positively managed by overeating, under eating and dehydration, with some references to sports performance in your client's activity.	Discusses in detail how nutrition can be positively managed by overeating, under eating and dehydration, with clear and detailed references to sports performance in your client's activity.

-Assignments set via the exam board

Unit R181 – Topic Area 1: Components of fitness applied in sport		
MB1: 1–3 marks	MB2: 4–6 marks	MB3: 7–9 marks
Few skills are briefly linked to components of fitness, may include limited examples.	A range of skills are linked to components of fitness, with sound and relevant examples given for each.	A wide range of skills are linked to components of fitness in detail , with clear and relevant examples given for each.
Demonstrates a limited range of skills relevant to the components of fitness.	Demonstrates a good range of skills relevant to the components of fitness.	Confidently, demonstrates a wide range of well developed skills relevant to the components of fitness.
MB1: 1–3 marks	MB2: 4–6 marks	MB3: 7–9 marks
Tests are described with basic examples of how they also measure an appropriate component of fitness.	Tests are described with adequate relevant examples of how they also measure an appropriate component of fitness.	Tests are described in detail with clear and relevant examples of how they also measure an appropriate component of fitness.
Includes some strengths and weaknesses of the data and briefly outlines what it means to their fitness for the activities.	Adequately analyses the strengths and weaknesses of the data from each test and what it means to their fitness for the activities.	Comprehensively analyses the strengths and weaknesses of the data from each test and what it means to their fitness for the activities.

-Assignments set via the exam board

Unit R181 – Topic Area 2: Principles of training in sport		
MB1: 1–5 marks	MB2: 6–10 marks	MB3: 11–15 marks
A brief outline of SPOR and/or FITT principles and basic application to their selected sporting activity.	SPOR and FITT principles are described with adequate relevant examples given for each aspect of their selected sporting activity.	SPOR and FITT principles are described in detail with clear and relevant examples given for each aspect of their selected sporting activity.
A brief outline of SMART goals and basic application to their selected sporting activity.	SMART goals are described with adequate relevant examples given for each aspect of their selected sporting activity.	SMART goals are described in detail with clear and relevant examples given for each aspect of their selected sporting activity.
Few benefits outlined of applying the principles to the training programme.	Adequately analyses the benefits of applying the principles to the training programme.	Comprehensively analyses the benefits of applying the principles to the training programme.
MB1: 1–3 marks	MB2: 4–6 marks	MB3: 7–9 marks
A brief outline of their selected training methods, including a basic comparison of aerobic and anaerobic exercise.	Adequately analyses their selected training methods, including sound comparison of aerobic and anaerobic exercise.	Comprehensively analyses their selected training methods, including a clear and detailed comparison of aerobic and anaerobic exercise.

	Autumn term	Spring term	Summer term
Knowledge	<p>Unit R181: Applying the principles of training: fitness and how it affects skill performance.</p> <p>Topic Area 3: Organising and planning a fitness training programme.</p> <p>Topic Area 4: Evaluate own performance in planning and delivery of a fitness training programme.</p> <p>3.1 Factors when designing a training programme.</p> <p>3.1.1 Considerations to inform planning, applying principles of training.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Facilities/equipment <input type="checkbox"/> Safety/risk assessments <input type="checkbox"/> Aims/goals/objectives <input type="checkbox"/> Current fitness levels/injuries <input type="checkbox"/> Organisation <input type="checkbox"/> Environment <input type="checkbox"/> Skills to be improved <p>3.1.2 Applying principles of training:</p> <ul style="list-style-type: none"> <input type="checkbox"/> SPOR <input type="checkbox"/> FITT <p>3.2 Planning a fitness-based training programme.</p> <p>3.2.1 Elements of training programmes</p> <ul style="list-style-type: none"> <input type="checkbox"/> Suitable warm up and cool down <input type="checkbox"/> Activities/main content of programme <input type="checkbox"/> Duration of plan <input type="checkbox"/> Duration of sessions <input type="checkbox"/> Equipment and facilities <input type="checkbox"/> Coaching points <input type="checkbox"/> Adaption of programme based on each session and midterm testing <p>3.2.2 How to monitor progress and adapt a programme.</p>	<p>Exam</p> <p><u>1.1 Extrinsic factors</u></p> <p>1.1.1 Types of sports activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> How different sporting activities can influence types of injury <p>1.1.2 Coaching/Instructing/Leading:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Knowledge of techniques/rules/regulations <input type="checkbox"/> Experience <input type="checkbox"/> Communication <input type="checkbox"/> Supervision <input type="checkbox"/> Ethical standards/behaviour <p>1.1.3 Environment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Weather/temperature conditions <input type="checkbox"/> Playing surface (natural and artificial) and surrounding area <input type="checkbox"/> Human interaction ♣ Other performers/participants ♣ Officials ♣ Spectators <p>1.1.4 Equipment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Protective equipment <input type="checkbox"/> Performance equipment <input type="checkbox"/> Clothing <input type="checkbox"/> Footwear <p><u>1.2 Intrinsic factors</u></p> <p>1.2.1 Individual variables:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Gender <input type="checkbox"/> Age <input type="checkbox"/> Experience <input type="checkbox"/> Weight <input type="checkbox"/> Fitness levels <input type="checkbox"/> Technique/ability <input type="checkbox"/> Nutrition/hydration <input type="checkbox"/> Medical conditions <input type="checkbox"/> Sleep <input type="checkbox"/> Previous/recurring injuries <p>1.2.2 Psychological factors, overview of: <input type="checkbox"/> Motivation <input type="checkbox"/> Arousal <input type="checkbox"/> Anxiety/stress <input type="checkbox"/> Confidence <input type="checkbox"/> Aggression ♣ Direct ♣ Channelled</p> <p>1.2.3 Reasons for aggression:</p>	<p>Exam</p> <p><u>Examination preparation and revision for RO41</u></p> <p><u>Reducing the risk of sports injuries unit –to include</u></p> <ul style="list-style-type: none"> -Walking/talking mocks -Key vocabulary and command words -Mind mapping -Peer and group assessments -Multiple choice/Kahoot -Physical first aid scenarios -Practical/theory session

	<p>Using pre and mid-term tests to adapt/improve a programme.</p> <p>3.3 Recording results from fitness training programmes.</p> <p>3.3.1 Post programme tests</p> <ul style="list-style-type: none"> <input type="checkbox"/> Skill based tests <input type="checkbox"/> Fitness tests <p>3.3.2 achievement recognised</p> <ul style="list-style-type: none"> <input type="checkbox"/> Meeting SMART goals <input type="checkbox"/> Results from tests <p>4.1 Effectiveness of a fitness training programme</p> <p>4.1.1 Reflections on the fitness training programme.</p> <ul style="list-style-type: none"> • Goals set • Training methods used • Fitness component links correctly to skill tests <p>4.1.2 strengths and areas for improvement of the fitness training programme, further development suggestions for improvements to the fitness training programme.</p> <ul style="list-style-type: none"> • Reasons for success and failure <p>4.1.3 Further development suggestions for improvements to the fitness training programme</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Level of performance <input type="checkbox"/> Retaliation <input type="checkbox"/> Pressures to win (performer/coach/spectators) <input type="checkbox"/> Decisions of officials <input type="checkbox"/> Performance enhancing drugs <p>1.2.4 Mental strategies:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Mental rehearsal <input type="checkbox"/> Imagery <input type="checkbox"/> Selective attention <p><u>2.1 Key components of a warmup</u></p> <p>2.1.1 key components of a warmup:</p> <ul style="list-style-type: none"> • Pulse raising • Mobility • Dynamic stretching • Skill rehearsal <p><u>2.2 Physiological benefits of a warmup</u></p> <p>2.2.1 Physiological benefits:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Increase in muscle temperature <input type="checkbox"/> Increase in heart rate <input type="checkbox"/> Increase in flexibility of muscles and joints <input type="checkbox"/> Increase in pliability of ligaments and tendons <input type="checkbox"/> Increase in blood flow and oxygen to muscles <input type="checkbox"/> Increase in the speed of muscle contraction <p>2.2.2 psychological benefits of a warmup</p> <ul style="list-style-type: none"> <input type="checkbox"/> Heighten or control arousal levels <input type="checkbox"/> Improve concentration/focus <input type="checkbox"/> Increase motivation <input type="checkbox"/> Increase confidence <input type="checkbox"/> Mental rehearsal <p><u>2.3 Key components of a cool down</u></p> <p>2.3.1 Pulse lowering</p> <p>2.3.2 Stretching</p> <ul style="list-style-type: none"> <input type="checkbox"/> Maintenance stretches <input type="checkbox"/> Static stretches <input type="checkbox"/> Proprioceptive Neuromuscular Facilitation (PNF) 	
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		<p><u>2.4 Physiological benefits of a cool down</u></p> <ul style="list-style-type: none"><input type="checkbox"/> Gradually lowers heart rate<input type="checkbox"/> Gradually lowers temperature<input type="checkbox"/> Circulates blood and oxygen<input type="checkbox"/> Helps prevent blood pooling<input type="checkbox"/> Gradually reduces breathing rate<input type="checkbox"/> Removes waste products such as lactic acid<input type="checkbox"/> Reduces risk of Delayed Onset of Muscle Soreness (DOMS) <p><u>3.1 Acute injuries</u></p> <p>3.1.1 Overview of acute injuries:</p> <ul style="list-style-type: none"><input type="checkbox"/> Sudden trauma<input type="checkbox"/> Immediate impact and pain <p>3.1.2 Soft tissue and hard tissue injuries</p> <p>3.1.3 Strains:</p> <ul style="list-style-type: none"><input type="checkbox"/> Torn muscle or tendon <p>3.1.4 Sprains:</p> <ul style="list-style-type: none"><input type="checkbox"/> Torn ligaments<input type="checkbox"/> Anterior Cruciate Ligament (ACL) <p>3.1.5 Skin damage:</p> <ul style="list-style-type: none"><input type="checkbox"/> Abrasions/grazes<input type="checkbox"/> Cuts/lacerations<input type="checkbox"/> Contusions (bruises)<input type="checkbox"/> Blisters <p>3.1.6 Fractures:</p> <ul style="list-style-type: none"><input type="checkbox"/> Open<input type="checkbox"/> Closed <p>3.1.7 Dislocations</p> <p>3.1.8 Head injuries:</p> <ul style="list-style-type: none"><input type="checkbox"/> Concussion<input type="checkbox"/> Possible links with head injuries and the onset of dementia and Alzheimer's <p><u>3.2 Chronic injuries</u></p> <p>3.2.1 Overview of chronic injuries:</p> <ul style="list-style-type: none"><input type="checkbox"/> Overuse	
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		<ul style="list-style-type: none"> <input type="checkbox"/> Develop gradually over a period of time <input type="checkbox"/> Repetitive movement 3.2.2 Tendonitis: <input type="checkbox"/> Achilles <input type="checkbox"/> Rotator cuff <input type="checkbox"/> Patellar 3.2.3 Epicondylitis: <input type="checkbox"/> Lateral epicondylitis (Tennis elbow) <input type="checkbox"/> Medial epicondylitis (Golfers elbow) 3.2.4 Shin splints 3.2.5 Stress fractures <u>4.1 Measures that can be taken before and during participation in sport or physical activity to reduce risk and severity of injury/medical conditions.</u> 4.1.1 Safety checks: • Risk assessments, level of risk ♣ Control measures for the removal of hazards and reduction of risks. • Characteristics of the individual/group • Group size 4.1.2 Strategies to help reduce the risk of sports injuries and medical conditions: <input type="checkbox"/> Medicals <input type="checkbox"/> Screening <input type="checkbox"/> National Governing Body (NGB) policies 4.1.3 Emergency Action Plans (EAP): <input type="checkbox"/> Emergency personnel <input type="checkbox"/> Emergency communication <input type="checkbox"/> Emergency equipment <u>4.2 Responses and treatment to injuries and medical conditions in a sporting context</u> 	
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4.2.1 SALTAPS on-field assessment routine, is an acronym for (See, Ask, Look, Touch, Active, Passive, Strength)

4.2.2 DRABC is an acronym for (Danger, Response, Airway, Breathing, Circulation)

4.2.3 Recovery position:

Unconscious performers who are breathing and have no other life-threatening conditions

4.2.4 PRICE therapy is an acronym for (Protection, Rest, Ice, Compress, Elevate)

4.2.5 Use of X-rays to detect injury.

4.2.6 Overview of treatments/therapies:

Massage

Ultrasound

Electrotherapy

Hydrotherapy

Cryotherapy

Contrast therapy

Painkillers ♣ Ibuprofen

Support ♣ Kinesiology

taping/neoprene/bandaging

Immobilisation ♣ Cast/splint/sling

4.2.7 Different psychological effects of dealing with injuries and medical conditions including treatment and long-term rehabilitation.

5.1 Asthma

5.1.1 overview of asthma and asthma attacks

5.1.2 causes and triggers

Environment

Exercise

5.1.3 Common Symptoms of asthma:

Coughing

		<ul style="list-style-type: none"><input type="checkbox"/> Wheezing<input type="checkbox"/> Shortness of breath<input type="checkbox"/> Tightness in the chest <p>5.1.4 Treatment:</p> <ul style="list-style-type: none"><input type="checkbox"/> Reassurance<input type="checkbox"/> Inhalers/nebulisers <p><u>5.2 Diabetes</u></p> <p>5.2.1 Overview of Type 1 and Type 2 diabetes - differences between Type 1 and Type 2 in relation to:</p> <ul style="list-style-type: none"><input type="checkbox"/> Age<input type="checkbox"/> Lifestyle <p>5.2.2 Causes of Type 1 and Type 2 diabetes:</p> <ul style="list-style-type: none"><input type="checkbox"/> Type 1 diabetes – the body is unable to produce insulin<input type="checkbox"/> Type 2 diabetes – the body does not produce enough insulin, or insulin does not work properly <p>5.2.3 Common symptoms of Type 1 and Type 2 diabetes:</p> <ul style="list-style-type: none"><input type="checkbox"/> Increased thirst<input type="checkbox"/> Urinating more often<input type="checkbox"/> Extreme tiredness<input type="checkbox"/> Weight loss<input type="checkbox"/> Cuts take a long time to heal <p>5.2.4 Treatment of Type 1 and Type 2 diabetes:</p> <ul style="list-style-type: none"><input type="checkbox"/> Insulin/glucose<input type="checkbox"/> Lifestyle changes<input type="checkbox"/> Diet<input type="checkbox"/> Exercise <p>5.2.5 Monitoring and treatment of different blood sugar levels:</p> <ul style="list-style-type: none"><input type="checkbox"/> Hypoglycaemia (Hypos) - low blood sugar<input type="checkbox"/> Hyperglycaemia - high blood sugar	
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5.3 Epilepsy

5.3.1 Overview of epilepsy:

- Seizures

5.3.2 Common causes/triggers of epilepsy:

- Severe head injuries
- Anxiety/stress
- Tiredness/lack of sleep

5.3.3 Common symptoms of seizures affecting different parts of the body:

- Eyes
- Mouth
- Limbs

5.3.4 Treatment:

- Anti-epileptic drugs (AEDs)
- Ketogenic diet

5.4 Sudden Cardiac Arrest (SCA)

5.4.1 Overview of SCA

5.4.2 Causes of SCA:

- Underlying genetic heart conditions
- Intense physical activity
- Sudden trauma

5.4.3 Symptoms of SCA:

- Unconscious
- Breathing difficulties

5.4.4 Treatment for SCA:

- Defibrillators
- Lifestyle changes

5.5 Other medical conditions

5.5.1 Overview of Hypothermia

5.5.2 Causes of hypothermia:

- Body temperature drops below 35°C
- Prolonged exposure to cold/wet conditions

5.5.3 Symptoms of hypothermia:

- Shivering
- Blue lips/skin
- Slurred speech

		<input type="checkbox"/> Tiredness/confusion <input type="checkbox"/> Slow breathing 5.5.4 Treatment for hypothermia: <input type="checkbox"/> Remove wet clothing/wrap in blankets and cover head <input type="checkbox"/> Give a warm and sugary non-alcoholic drink 5.5.5 Overview of heat exhaustion 5.5.6 Causes of heat exhaustion: <input type="checkbox"/> Body temperature of 38°C or above <input type="checkbox"/> Strenuous physical activity <input type="checkbox"/> Not enough water intake 5.5.7 Symptoms of heat exhaustion: <input type="checkbox"/> Excessive sweating. <input type="checkbox"/> Headache/dizziness <input type="checkbox"/> Being very thirsty <input type="checkbox"/> Feeling or being sick <input type="checkbox"/> Rapid pulse and/or breathing 5.5.8 Treatment for heat exhaustion: <input type="checkbox"/> Move to a cool place/cool their skin <input type="checkbox"/> Get them to drink plenty of water 5.5.9 Dehydration 5.5.10 Causes of dehydration: <input type="checkbox"/> Loss of bodily fluids 5.5.11 Symptoms of dehydration: <input type="checkbox"/> Feeling thirsty <input type="checkbox"/> Fatigue <input type="checkbox"/> Dark yellow urine and infrequent urination <input type="checkbox"/> Dry mouth/lips 5.5.12 Treatment for dehydration: <input type="checkbox"/> Drink plenty of water <input type="checkbox"/> Rehydration sachets	
Assessment	-Recall- 5in5 at the start of every lesson -Application tasks each lesson to show application of knowledge gained to assessment like scenarios	Assessment: <ul style="list-style-type: none"> • Half mock after LO1,2,3, and Full mock at end of teaching. 	

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KS4- OCR Level 1/2 Cambridge National Health and Social Care Curriculum Sequencing

Year 10

	Autumn term	Spring term	Summer term
Knowledge	<p><u>1.1 Life stages and development</u></p> <ul style="list-style-type: none"> □ Life stages and key milestones of growth and development for age groups ♣ 4-10 years (childhood) ♣ 11-18 years (adolescence) ♣ 19-45 years (young adulthood) ♣ 46-65 years (middle adulthood) ♣ 65+ years (older adulthood) □ PIES development across the life stages ♣ Physical – fine and gross motor skills, mobility, characteristic body changes, sexual characteristics, puberty, menopause, ageing characteristics 	<p><u>2.1 Life events and their impacts on individuals</u></p> <ul style="list-style-type: none"> □ Expected and unexpected life events ♣ Physical events ♣ Relationship changes ♣ Life circumstances □ Impacts that life events have on individuals ♣ Physical ♣ Intellectual ♣ Emotional ♣ Social ♣ Financial □ Identifying individual’s needs based on the impacts of life events 	<p><u>1.1 Types of therapies used in health and social care.</u></p> <ul style="list-style-type: none"> □ Types of therapies ♣ Sensory ♣ Cognitive ♣ Expressive ♣ Physical □ Benefits ♣ Physical ♣ Intellectual ♣ Emotional ♣ Social <u>2.1 Types of creative activities and their benefits</u>

	<ul style="list-style-type: none"> ♣ Intellectual – language development, sentence construction, logical thinking, problem solving, decision making, deterioration of mental abilities. ♣ Emotional – bonding, different attachments, independence, self-confidence, self-image, self-esteem, love, affection ♣ Social – relationships, social skills, responsibilities □ Factors affecting growth and development across the life stages ♣ Physical factors ♣ Social factors ♣ Emotional factors ♣ Economic factors ♣ Cultural factors ♣ Environmental factors How the growth and development of an individual is affected by ♣ Physical factors ♣ Social factors ♣ Emotional factors ♣ Economic factors ♣ Cultural factors ♣ Environmental factors 	<p>3.1 Sources of support that meet individual needs.</p> <ul style="list-style-type: none"> □ Sources of support ♣ formal ♣ informal ♣ charities □ The roles of practitioners in providing support □ The roles of informal care givers in providing support □ How practitioners meet individual needs ♣ enable/promote independence. ♣ medical/mental health support ♣ care support ♣ respite care ♣ financial support ♣ advice and guidance □ Research and recommend personalised support based on individual needs ♣ Match support provision to specific individual needs. ♣ Offer coordinated care and treatment. ♣ Justify choices made. ♣ Apply person-centred values 	<ul style="list-style-type: none"> □ Types of creative activities ♣ Physical ♣ Intellectual/cognitive ♣ Emotional ♣ Social ♣ Sensory ♣ Imaginative □ Benefits of creative activities ♣ Physical benefits ♣ Intellectual benefits ♣ Emotional benefits ♣ Social/moral benefits 																											
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Year 11

	Autumn term	Spring term	Summer term
Knowledge	<p><u>3.1 Factors that affect the selection of a creative activity.</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Individual abilities: <ul style="list-style-type: none"> ♣ Physical ♣ Intellectual ♣ Emotional ♣ Social <input type="checkbox"/> Gender <input type="checkbox"/> Benefit of the activity to the individual <p><u>3.2 How to plan a creative activity to meet individual abilities.</u></p>	<p><u>Topic 1- the rights of service users in health and social care setting</u></p> <p>1.1 Types of care settings</p> <ul style="list-style-type: none"> <input type="checkbox"/> Health care <input type="checkbox"/> Social care <p>1.2 The rights of service users. The right to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Choice <input type="checkbox"/> Confidentiality <input type="checkbox"/> Consultation <input type="checkbox"/> Equal and fair treatment <input type="checkbox"/> Protection from abuse and harm 	<p><u>Topic Area 4: Protecting service users and service providers in health and social care settings.</u></p> <p>4.1 Safeguarding</p> <ul style="list-style-type: none"> <input type="checkbox"/> Service users who need safeguarding ♣ Vulnerable groups – e.g. homeless people ♣ Children ♣ People with physical and learning disabilities. ♣ People with mental health conditions ♣ Older adults in residential care settings

<ul style="list-style-type: none"> □ Aims of the creative activity ♣ The purpose specific to an individual or group □ Timescales □ Resources needed □ Safety □ Communication ♣ Appropriateness to individuals □ Methodology to be used ♣ Demonstration ♣ Group work ♣ Individual contribution □ Feedback methods <u>4.1 Skills/personal qualities required to encourage participation.</u> □ Skills/personal qualities required to encourage participation <u>4.2 Deliver a creative activity with a group or individual.</u> □ Introduce the activity ♣ Aim(s) ♣ Content ♣ Settle the individuals so that they are prepared to carry out the activities. □ Supervise the activity ♣ Encourage participation. ♣ Intervene when necessary. ♣ Provide support. ♣ Maintain safety. ♣ Keep to timescales. ♣ Replenish resources/materials. □ Collect feedback from participants 4.3 Evaluation □ How to evaluate your own performance ♣ Use feedback. ♣ Self-reflect. ♣ Review strengths and weaknesses of o Your planning of Your communication skills o How you encouraged participation of the individual/group 	<p>1.3 The benefits to service users' health and wellbeing when their rights are maintained.</p> <ul style="list-style-type: none"> □ Empowerment ♣ Encourages independence and being self-reliant. ♣ Feeling in control of their lives ♣ Gives service users choice, control, and independence. □ High self-esteem ♣ Feeling valued ♣ Feeling respected ♣ Positive mental health □ Service users' needs are met. ♣ Appropriate care or treatment such as mobility aids provided, or dietary requirements met. ♣ Results in good/improving physical or mental health. □ Trust ♣ Reassured that service providers will not harm them. ♣ Confident that service providers have service user's best interests in mind. ♣ Confident in the care they receive. <u>Topic 2: Person centred Values</u> 2.1 Person-centred values and how they are applied by service providers. □ Person-centred values ♣ Individuality ♣ Choice ♣ Rights ♣ Independence ♣ Privacy ♣ Dignity ♣ Respect ♣ Partnership ♣ Encouraging decision making of service user □ Qualities of a service practitioner, the 6Cs 	<ul style="list-style-type: none"> ♣ People who have a sensory impairment – sight loss, hearing loss ♣ People in residential care dependent on carers – children, older adults □ Impacts for service users of a lack of safeguarding ♣ Physical impacts ♣ Intellectual impacts ♣ Emotional impacts ♣ Social impacts □ Safeguarding procedures in care settings ♣ Safeguarding policy ♣ Designated Safeguarding Lead (DSL) person with responsibility for safeguarding □ Safeguarding training for all staff so that they ♣ Are aware of their duty to report a serious concern. ♣ Know the care settings procedures for reporting a disclosure of abuse or serious concern ♣ Can recognise possible signs of abuse or harm ♣ Know who to report to □ Disclosure and Barring Service (DBS) checks for all staff ♣ Standard checks ♣ Enhanced checks ♣ The barred list 4.2 Infection prevention □ General cleanliness ♣ Use anti-bacterial sprays on surfaces. ♣ Clean toys and play equipment regularly. ♣ Mop floors and vacuum carpets daily. ♣ Clean and disinfect toilets frequently. ♣ Correct disposal of hazardous waste in health and care settings □ Personal hygiene measures ♣ Hair tied back/covered. ♣ Open wounds covered
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<p>♣ Suggest improvements o What you would do differently and why</p>	<ul style="list-style-type: none"> ♣ Care ♣ Compassion ♣ Competence ♣ Communication ♣ Courage ♣ Commitment <p>2.2 Benefits of applying the person-centred values Benefits for service providers of applying personcentred values.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provides clear guidelines of the standards of care that should be given <input type="checkbox"/> Improves job satisfaction <input type="checkbox"/> Maintains or improves quality of life <input type="checkbox"/> Supports rights to choice and consultation <input type="checkbox"/> Supports service practitioners to develop their skills <input type="checkbox"/> Enables the sharing of good practice Benefits for service users of having the person-centred values applied <input type="checkbox"/> Ensures standardisation of care being given <input type="checkbox"/> Improves the quality of care being given to the service user <input type="checkbox"/> Maintains or improves quality of life for the service user <input type="checkbox"/> Supports service users to develop their strengths <p>2.3 Effects on service users' health and wellbeing if person-centred values are not applied.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Physical effects ♣ Pain if medication or treatment is not given. ♣ Illness may get worse. ♣ Malnutrition/illness due to lack of food for special dietary needs ♣ Dehydration due to lack of regular fluids ♣ Injury <input type="checkbox"/> Intellectual effects ♣ Lack of progress or skills development ♣ Failure to achieve potential. ♣ Loss of concentration 	<ul style="list-style-type: none"> ♣ No jewellery ♣ No nail polish ♣ Correct hand-washing routine. ♣ Regular showering and hair washing ♣ Regular brushing of teeth ♣ Appropriate use and disposal of tissues/ antiseptic wipes/sanitiser <input type="checkbox"/> PPE (personal protective equipment) ♣ Disposable aprons ♣ Disposable gloves ♣ Rubber gloves ♣ Face masks ♣ Hairnets or hygiene hats ♣ Overalls ♣ Overshoes ♣ Surgical garments/scrubs <p>4.3 Safety procedures and measures <input type="checkbox"/> Safety procedures for reducing risk/danger and promoting good practice.</p> <ul style="list-style-type: none"> ♣ First aid policy ♣ Risk assessments ♣ Staff training programmes for o Equipment use of Moving and handling techniques o First aid. ♣ Emergency procedures o Fire drill o Evacuation ♣ Equipment considerations o Fit for purpose of Safety checked o Reporting system for damage o Risk assessed. <input type="checkbox"/> Safety measures ♣ Displaying a fire safety notice ♣ Using warning signs of A 'wet floor' sign o 'No entry' sign <p>4.4 How security measures protect service users and staff Security measures.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identifying staff ♣ ID lanyards ♣ Staff uniform <input type="checkbox"/> Monitoring of keys
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		<ul style="list-style-type: none"> ♣ Lack of mental stimulation □ Emotional effects ♣ Depression ♣ Feeling upset ♣ Low self-esteem/feeling inadequate. ♣ Anger/frustration ♣ Stress □ Social effects. ♣ Feeling excluded ♣ Feeling lonely ♣ Lack of social interaction/poor social skills ♣ Become withdrawn. <u>Topic 3- Effective communication in health and social care settings</u> 3.1 The importance of verbal communication skills in health and social care settings □ Adapting type/method of communicating to meet the needs of the service user or the situation □ Clarity □ Empathy □ Patience □ Using appropriate vocabulary □ Tone □ Volume □ Pace □ Willingness to contribute to team working 3.2 The importance of non-verbal communication skills in health and social care settings □ Adapting type/method of communicating to meet the needs of the service user or the situation. □ Eye contact □ Facial expressions □ Gestures □ Positioning ♣ Space ♣ Height ♣ Personal space 	<ul style="list-style-type: none"> ♣ Limits number of people with access to keys ♣ List of keyholders – know who has the keys. □ Receiving and monitoring visitors ♣ Staff on duty at entrance monitor’s access ♣ Signing in and out book for visitors, know who is there and who has left. ♣ Issuing visitor badges □ Reporting of concerns to line managers ♣ Appropriate action can be taken by senior staff □ External doors, restricting access. ♣ Electronic swipe card entry system ♣ Buzzer entry system ♣ Security pad with pin code □ Window locks and restraints ♣ Keeps vulnerable service users safe – prevents falling out of open window or strangers entering
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Assessment	<p>-Recall- 5in5 at the start of every lesson</p> <p>-Application tasks each lesson to show application of knowledge gained to assessment like scenarios</p> <p>-Purple pen practice assignments</p> <p>-Assignments set via the exam board</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #008000; color: white;"> <th colspan="3">Unit R034 – Topic Area 2: Creative activities and their benefits</th> </tr> <tr style="background-color: #008000; color: white;"> <th colspan="3">Topic Area 3: Plan a creative activity for individuals or groups in a health or social care setting</th> </tr> <tr> <th style="width: 33%;">MB1: 1–4 marks</th> <th style="width: 33%;">MB2: 5–8 marks</th> <th style="width: 33%;">MB3: 9–12 marks</th> </tr> </thead> <tbody> <tr> <td>Brief explanation of the factors affecting the choice of activity.</td> <td>Sound explanation of the factors affecting the choice of activity.</td> <td>Comprehensive explanation of the factors affecting the choice of activity.</td> </tr> <tr> <td>Brief explanation of the benefits to the individual or group in terms of PIES.</td> <td>Sound explanation of the benefits to the individual or group in terms of PIES.</td> <td>Comprehensive explanation of the benefits to the individual or group in terms of PIES.</td> </tr> <tr> <th>MB1: 1–4 marks</th> <th>MB2: 5–8 marks</th> <th>MB3: 9–12 marks</th> </tr> <tr> <td>Produces a basic plan for a creative activity. 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