



YEAR 10 Autumn Term

'An ambitious curriculum that meets the needs of all'

Medium Term Planning – R035: Health Promotion Campaigns

Curriculum Intent	<p>This topic spans all of the Autumn term and will be shared between teachers (if more than one teacher is assigned to the course).</p>
Skills/National Curriculum Links	<p>Why do we teach this to students? An independent exploration and analysis of how public health campaigns can impact the health and wellbeing of society</p> <p>Why do we teach this now? The terminal assessment rule states that all NEAs must be completed before sitting the exam This module requires the least health and social care knowledge, therefore it works well as an introductory topic, getting students used to the demands of NEA without overwhelming them with new terminology.</p> <p>Topic 1: Current public health issues and the impact on society Topic 2: Factors influencing health Topic 3: Plan and create a health promotion campaign Topic 4: Deliver and evaluate a health promotion campaign</p>
Cross Curricular Links	<p>SMSC: understanding the best way to support a diverse population (including; different ages, genders, cultures and religions) in health and social care services</p> <p>British Values:</p> <p>Literacy: Extensive research and analytical writing in the NEA</p> <p>Skills Builder: Critical thinking and analytical. communication and interpersonal, Leadership and teamwork skills, Organization/time management skills, Goal setting and prioritizing.</p>
Becoming future ready	<p>Personal Skills: As a Health and Social Care student you will develop an in-depth understanding of factors impacting the health and wellbeing of yourself and others. This leads to the understanding and empathy needed to work closely with a diverse population of people in any setting.</p> <p>Careers/Employability: As well as the above personal skills leading to employability, Health and Social Care delivers skills employers value, such as numerical skills, the ability to understand and work with statistics, effective communication and the ability to work productively in teams. More specifically, this subject provides the core knowledge needed to work within the Health and Social Care industry e.g., as a nurse, midwife, social worker or teacher.</p>
Adaptation	<p>Throughout this topic, quality first teaching will provide differentiation:</p>
QFT/SEND Provision	<p>By Intervention: by providing different levels of supervision and support, drop ins, catch up sessions.</p> <p>By Progressive Questioning: exploring pupils' understanding through interactive dialogue.</p> <p>By Grouping: according to prior attainment, gender, social preference, preferred learning style.</p> <p>By Task: Pupils should be involved in the identification of targets which are meaningful to them and in the selection of an appropriate task from the given range.</p> <p>By Offering Optional Activities: In class or as homework, to extend learning.</p> <p>This QFT/SEND provision will be explicit within the lesson-by-lesson schemes of work.</p>
Implementation Curriculum Delivery	<p>Collaborative, detailed and thorough curriculum planning lies at the heart of this department. We use all available resources and teaching strategies to ensure that students have a comprehensive knowledge of the specifications and are capable of going beyond what is taught in lessons. Techniques to help develop long-term memory and help students master subject content are embedded in the curriculum. These are focused on embedding challenge, metacognition, memory techniques, numeracy and literacy into our departmental curriculum.</p>
Learning Outcomes (Knowledge)	<p>In Health and Social Care we also implement our curriculum through using a variety of teaching strategies and kinaesthetic tasks as well as more traditional skills practice.</p>

Unit R035 – Topic Area 1: Current public health issues and the impact on society

MB1: 1–2 marks	MB2: 3–4 marks	MB3: 5–6 marks
<p>Brief explanation of reasons for choice of the public health challenge .</p> <p>Limited understanding of why addressing this public health challenge is important to a healthy society.</p>	<p>Sound explanation of reasons for choice of the public health challenge.</p> <p>Partial understanding of why addressing this public health challenge is important to a healthy society.</p>	<p>Comprehensive explanation of reasons for choice of the public health challenge.</p> <p>Full understanding of why addressing this public health challenge is important to a healthy society.</p>

Unit R035 – Topic Area 1: Current public health issues and the impact on society

Topic Area 2: Factors influencing health

MB1: 1–3 marks	MB2: 4–6 marks	MB3: 7–9 marks
<p>Brief explanation of the factors that could influence the health and wellbeing of the target audience.</p> <p>Brief explanation of the barriers to leading a healthy lifestyle for the target audience.</p>	<p>Sound explanation of the factors that could influence the health and wellbeing of the target audience.</p> <p>Sound explanation of the barriers to leading a healthy lifestyle for the target audience.</p>	<p>Comprehensive explanation of the factors that could influence the health and wellbeing of the target audience.</p> <p>Comprehensive explanation of the barriers to leading a healthy lifestyle for the target audience.</p>
MB1: 1–3 marks	MB2: 4–6 marks	MB3: 7–9 marks
<p>Brief explanation of the benefits of following the advice of the health promotion campaign on the chosen target audience in terms of PIES.</p>	<p>Sound explanation of the benefits of following the advice of the health promotion campaign on the chosen target audience in terms of PIES.</p>	<p>Comprehensive explanation of the benefits of following the advice of the health promotion campaign on the chosen target audience in terms of PIES.</p>

Unit R035 – Topic Area 3: Plan and create a health promotion campaign

MB1: 1–4 marks	MB2: 5–8 marks	MB3: 9–12 marks
<p>Produces a basic plan for a health promotion campaign.</p> <p>Demonstrates a limited understanding of:</p> <ul style="list-style-type: none"> the aims of the campaign timescales resources needed safety considerations communication methods to be used to engage the target audience feedback. 	<p>Produces a sound plan for a health promotion campaign.</p> <p>Demonstrates a partial understanding of:</p> <ul style="list-style-type: none"> the aims of the campaign timescales resources needed safety considerations communication methods to be used to engage the target audience feedback. 	<p>Produces a comprehensive plan for a health promotion campaign.</p> <p>Demonstrates a full understanding of:</p> <ul style="list-style-type: none"> the aims of the campaign timescales resources needed safety considerations communication methods to be used to engage the target audience feedback.

	Unit R035 – Topic Area 4: Deliver and evaluate a health promotion campaign		
	MB1: 1–2 marks	MB2: 3–4 marks	MB3: 5–6 marks
	Introduction to the campaign is brief . Demonstrates basic communication skills.	Introduction to the campaign is adequate . Demonstrates sound communication skills	Introduction to the campaign is effective . Demonstrates effective communication skills.
	MB1: 1–2 marks	MB2: 3–4 marks	MB3: 5–6 marks
	Delivers a simple health promotion campaign.	Delivers a sound health promotion campaign.	Delivers a complex health promotion campaign.
	MB1: 1–4 marks	MB2: 5–8 marks	MB3: 9–12 marks
	Basic evaluation of strengths and weaknesses of: <ul style="list-style-type: none"> • planning • communication skills • engaging individuals. Limited suggestions for improvement. Limited use of feedback.	Sound evaluation of strengths and weaknesses of: <ul style="list-style-type: none"> • planning • communication skills • engaging individuals. Adequate suggestions for improvement. Partial use of feedback.	Comprehensive evaluation of strengths and weaknesses of: <ul style="list-style-type: none"> • planning • communication skills • engaging individuals. Detailed suggestions for improvement. Full use of feedback.
Current learning to be developed in the future within:	This unit is fairly self-contained (making it an ideal starter unit in Yr 10), however the concept of health is further explored in R033 and R032. Also, the impact of different factors on health and wellbeing is built up throughout Year 10 in the R033 NEA and then in Year 11 in the R032 exam unit.		
Assessment	Refer to assessment maps for formative and summative assessment opportunities.		
Impact	Attainment and Progress – Refer to assessment results / data review documentation.		