



The Sutton Academy

Knowledge Rich Curriculum Plan

Year 12 – Health and Social Care

Unit: Equality and Diversity in Health and Social Care

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Lesson/Learning Sequence	Intended Knowledge: <i>Students will know that...</i>	Tiered Vocabulary	Prior Knowledge: <i>In order to know this students, need to already know that...</i>	Assessment	
Lesson1: Task 1 Equality, Diversity and Rights definitions D1 1.1/D3	<ul style="list-style-type: none"> • Students will know that equality in health and social care applies to many different people and not just individuals who access health and social care services. • Individuals who access health and social care are patients, service users, clients • Health and Social care practitioners who work within health and social care settings are doctors, nurses, surgeons, physiotherapists, speech therapists, anaesthetists. • Students will know that Visitors to health and social care settings are family, friend's other health professional, professionals from other services such as teachers, social workers. • Students will know that equality means: treating every person fairly, valuing every person, providing every person with access to the same life opportunities as everyone else for example, making information about a health or social care service available in a variety of languages and formats. • Students will know that discrimination means the unfair treatment of an individual or group, the unequal treatment of an individual or group, applies to everyone, an individual with dementia who lives in a nursing home being refused access to a group social activity because of their condition. • Students will know that inclusion means developing self-respect, being able to fulfil own potential, feeling confident in one's own ability and feeling valued • Students will know that diversity means: <ul style="list-style-type: none"> • recognising that every person is unique • recognising that every person is different • valuing people's differences • for example, a residential care home finding out about an individual's religious practices and the support that is required to facilitate these. • . 		<ul style="list-style-type: none"> • <i>Students need to already know the different groups of people who could be affected by equality.</i> • <i>Students need to know different health settings that equality, diversity, inclusion and discrimination could take place in.</i> • <i>Students need to already know how we value people's differences.</i> 		

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Lesson 2: Task 1 Summarise current legislation and codes of practice relevant to equality, diversity inclusion and discrimination D2 3.1/D3	<ul style="list-style-type: none"> • Students will know that Working codes of practice include the NMC, HCPC and GMC • Students will know that there are four 'General Principles' that underpin all children's rights • Students will know the rights that everyone in the UK has • Students will know the ECHR exists to protect people's human rights • The care act was established improve the quality of care and support provision • Students will know that the code of conduct for healthcare support workers and adult social care workers in England is overseen by the Skills for Health and Skills for Care • Student will know the health and social care act was created to improve the quality of the NHS healthcare services • The Mental Capacity Act exists: to protect the rights of people who lack the mental capacity to make their own decisions and promotes the rights of people who may lack the capacity and want to plan for the future. • Students will know 9 protected characteristics of the equality act and that discrimination is classed as unlawful 		<ul style="list-style-type: none"> • <i>Students need to already know that individual rights are underpinned by the values of care.</i> • <i>Students need to already know how to link rights to legislation.</i> • <i>Students need to already know that they have a right to not be discriminated against.</i> 		
Lesson 3: Task 1 D1/3 Coursework	<ul style="list-style-type: none"> • 		<ul style="list-style-type: none"> • 		
Lesson 4: Task 1 D2/3 Coursework	<ul style="list-style-type: none"> • 		<ul style="list-style-type: none"> • 		

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Lesson 5: Task 2 Explain how the rights of individuals are promoted in health and social care services C1 1.2/C3	<ul style="list-style-type: none"> Students will know that individuals' rights in the UK are stated under the Human Rights Act 1998 Students will know that it is important to promote individual rights to provide high quality care that respects individuals' preferences. Students will know that we promote choice and independence to enable individuals to build their self-confidence. Students will know that we promote the right to live free from danger. Students will know that we promote dignity and privacy to obtain an individual's permission. 		<ul style="list-style-type: none"> <i>Students will need to know what discrimination is.</i> <i>Students will need to know how we can offer choices to patients</i> 		
Lesson 6: Task 2 Ways that equality and diversity can be promoted in health and social care C2 2.1/C3	<ul style="list-style-type: none"> Students will know that promoting equality will include Care practitioners reading and understanding their work setting's equality policy and procedures. Students will know that promoting equality will mean that all agreed ways of working will be underpinned by current legislative requirements i.e. in relation to the Equality Act 2010. Students will know that promoting equality will include understanding individuals' values, preferences and unique needs so that they can ensure that all individuals are being treated fairly. Students will know that supporting diversity will include care practitioners valuing individuals' differences by showing that they understand how to respect that each individual is unique. Students will know that supporting diversity will include care practitioners providing opportunities for individuals to share their differences with others 		<ul style="list-style-type: none"> <i>Students already need to know about policies and procedures in the workplace</i> <i>Students already need to know what values are.</i> <i>Students already need to know what preferences are.</i> 		
Lesson 7: Task 2 Ethical dilemmas and conflicts that may arise when balancing individual rights and duty of care B1 1.3/B3	<ul style="list-style-type: none"> Students will know that care practitioners have a legal duty of care to act in individuals' best interests and keep them safe from danger, harm and abuse. Students will know that individuals' rights may be in conflict with care practitioners' duty of care. Students will know that it is important for different perspectives to be listened to when balancing individuals rights and duty of care 		<ul style="list-style-type: none"> <i>Students need to already know what ethics are</i> <i>Students need to already know what a perspective is.</i> <i>Students need to already know what a conflict is</i> 		

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	<ul style="list-style-type: none"> Students will know that individuals' views, values and perspectives may differ to those of care practitioners Students will know that an example of an ethical dilemma is an individual who has epileptic seizures, lives on their own and tells their support worker that they plan to continue to cook their evening meals on their own. 				
Lesson 8: Supporting others in promoting equality and rights B2 2.3/B3	<ul style="list-style-type: none"> Students will know that supporting parents and carers includes providing them with verbal and written information on how to promote equality and rights. Students will know that an individual's family may be supported by working with the family and role-modelling how to promote equality and rights Students will know that supporting external partners includes raising their awareness through information on current legislation and best practice guidance. Students will know that health and social care practitioners may be supported by sharing best practice examples of how to promote equality and rights in day-to-day working practices, including what non-inclusive practices are. Students will know that an individual's friends may be supported by asking them to participate in activities that promote equality and rights. Students will know that colleagues may be supported by having open discussions about the work setting's agreed ways of working for promoting equality and rights 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> <i>What prior knowledge do the students need to have in their long-term memory in order to be able to make sense of your intended knowledge?</i> <i>Students need to already know what reflection is.</i> <i>Students need to already know different health and social care practitioners</i> <i>Students need to already know the difference between verbal and non verbal.</i> 		
Lesson 9: Task 2 Ways to effectively challenge practitioners to work inclusively A1 2.2/A2	<ul style="list-style-type: none"> Students will know that working in an inclusive way also involves challenging those who do not work inclusively in health and social care so that discrimination can be prevented. Students will know that you can promote change by being constructive, clear and positive. Students will know that you can record non-inclusive working practices so there is a permanent record of what occurred. Students will know that you can take actions to challenge working practices 		<ul style="list-style-type: none"> <i>Students should know what empathy is</i> <i>Students should know how we seek help in the workplace</i> <i>Students should know that we follow rules in the workplace</i> 		

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	<ul style="list-style-type: none"> • Students will know that you can report non-inclusive working practices to comply with agreed ways of working. • Students will know that you can promote change by not ignoring non-inclusive working practices. • Students will know that you can promote change by explaining the working practices that will be tolerated and why. 				
Lesson 10: Task 2 C1/C3 Coursework	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 		
Lesson 11: Task 2 C2/C3 Coursework	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 		
Lesson 12: Task 2 B1/B3 Coursework	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 		
Lesson 13: Task 2 B2/B3 Coursework	<ul style="list-style-type: none"> • 		<ul style="list-style-type: none"> • 		

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Lesson 14: Task 2 A1/A2 Coursework	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 		
Lesson 15: Task 3 Practitioners role in meeting individuals needs through inclusive practice A*1 4.1/A*2	<ul style="list-style-type: none"> • Students will know that individual rights are promoted by supporting individuals to lead their lives in the way that they want to. • Students will know that individual rights are promoted by upholding and protecting individuals' rights, including challenging working practices that are not inclusive. • Students will know that to promote individuals' culture and personal beliefs they must first find out from individuals what these are. • Students will know that effective communication is important in ensuring everyone involved understands what is being communicated and why. • Students will know that effective communication is important in ensuring everyone involved understands what is being communicated and why. • Students will know that individuals' choices are promoted by providing opportunities to make their own choices. • Students will know that individual's dignity is promoted by applying the practitioner's professional duty of care. 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • <i>Students will need to know examples of choices that individuals can make i.e. diet, meals.</i> • <i>Students will need to know different forms of communication.</i> • <i>Students will need to know different rights that individuals have.</i> 		
Lesson 16: Task 3 Practitioners role in meeting individuals needs through inclusive practice A*1 4.1/A*2	<ul style="list-style-type: none"> • Students will know that providing individual care and support is done by applying person centred approaches. • Students will know that there are many factors that enable inclusive practice in health and social care • Students will know that individuals may be protected by • identifying potential dangers before they occur. • Students will know that maintaining confidentiality is done by complying with health and social care settings agreed ways of working. • Students will know that promoting anti-discriminatory practices is done by raising awareness of onclusive practices. 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • <i>Students need to know what conflicts are</i> • <i>Students need to know what ethics in health and social care are.</i> • <i>Students need to know what discrimination is.</i> • <i>Students need to know what person centred practice is</i> 		

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	<ul style="list-style-type: none"> • Students will know that individuals' views, preferences, culture, personal beliefs are different and varied and may be different from those of health and social care practitioners – this in turn may create ethical dilemmas and conflicts. • Students will know that whistleblowing is what you do if you report certain types of wrongdoing. 				
Lesson 17: Task 3 Coursework A*1 4.1/A*2	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 		
Lesson 18: Task 3 Coursework A*1 4.1/A*2	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 		