

GCSE



WJEC GCSE Health and Social Care, and Childcare

Approved by Qualifications Wales

Guidance for Teaching: Unit 1

Teaching from 2026

For award from 2028



This Qualifications Wales regulated qualification is not available to centres in England.

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Introduction

WJEC GCSE Health & Social Care and Childcare has been approved by Qualifications Wales and is available to all centres in Wales. It will be awarded for the first time in summer 2028, using grades A* to G.

Aims of the Guidance for Teaching

The principal aim of the Guidance for Teaching is to support teachers in the delivery of WJEC GCSE Health & Social Care and Childcare and to offer guidance on the requirements of the qualification and the assessment process. The Guidance for Teaching is **not intended as a comprehensive reference**, but as support for teachers to develop stimulating and exciting courses tailored to the needs and skills of their learners. The guide offers possible classroom activities and links to useful resources (including our own, freely available digital materials and some from external sources) to provide ideas for immersive and engaging lessons.

Additional ways that WJEC can offer support:

- sample assessment materials and mark schemes
- professional learning events
- examiners' reports on each unit
- direct access to the subject officer
- free online resources
- Exam Results Analysis
- Assessment Feedback Package.

Qualification Structure

WJEC GCSE Health & Social Care & Childcare consists of three units. The qualification is unitised and does not contain tiering. Aside from Unit 1, which is an introductory unit, there is no hierarchy implied by the order in which the two other units are presented. Therefore, the order does not imply a prescribed teaching order.

	Unit title	Type of Assessment	Weighting
Unit 1	Health and Social Care, and Childcare in Wales in the 21st Century	Written examination: 1 hour 30 minutes	40%
Unit 2	Adult Health and Social Care	Non-examination assessment: 12 hours	30%
Unit 3	Childcare	Non-examination assessment: 12 hours	30%

Assessment

Summary of Assessment

Unit 1: Health and Social Care, and Childcare in Wales in the 21st Century

Written examination: 1 hour 30 minutes

40% of qualification

80 marks

Set and marked by WJEC. The assessment will include questions requiring objective responses, short and extended answers, with some based around applied situations.

Overview of Unit 1

Health and Social Care, and Childcare in Wales in the 21st Century (40% of the qualification)

The purpose of this unit is to develop knowledge and understanding of:

- the life cycle and the factors that affect growth and development
- the promotion and maintenance of health and wellbeing and tools that can be used to measure and support this
- core principles and values, underpinned by legislation and service provision within a Welsh context, across the health and social care, and childcare sectors.

This unit will focus on:

- human growth, development and wellbeing across the life cycle
- factors affecting growth, development and wellbeing across the life cycle
- legislation and service provision across health and social care, and childcare
- core principles, values and approaches when working in health and social care, and childcare
- the promotion and maintenance of health and wellbeing of individuals throughout their life
- indicators and tools to measure and support health and wellbeing
- Welsh language and culture in health and social care, and childcare.

In this unit, learners will develop knowledge, skills and understanding in:

1.1	Growth and Development
1.2	Legislation and Service Provision
1.3	The Welsh context

Unit 1 Assessment objectives and weightings

AO1	Demonstrate knowledge and understanding of concepts, values and issues in health and social care, and childcare.	25%
AO2	Apply knowledge and understanding of concepts, values and issues in health and social care, and childcare.	10%
AO3	Investigate, analyse, and evaluate values, issues and provision in health and social care, and childcare, making reasoned judgements and drawing conclusions.	5%

Unit 1 Teacher Guidance

1.1 Growth and Development	
Content Amplification	Teacher Guidance
<p>1.1.1 The principles of growth and development, and the main life stages across the life cycle</p> <p>Learners should know the meaning of growth and development which is the physical, intellectual, language, emotional and social changes that humans experience throughout their lives.</p> <p>Learners should know:</p> <ul style="list-style-type: none"> • that growth and development are processes that begin at conception and continue throughout life • that growth refers to physical changes, while development refers to changes in functional ability • the following principles of child development: <ul style="list-style-type: none"> • supporting child development • sequence of child development • interrelated child development. <p>Learners should know the following main life stages of growth and development:</p> <ul style="list-style-type: none"> • infancy 0-2 years • childhood 3-12 years • adolescence 13-19 years • adulthood 20-64 years • later adulthood 65+ years. 	<p>Discussion:</p> <p>Introduce the unit content and explain the assessment method for the unit.</p> <p>Provide learners with the definitions for Growth and Development (see glossary for definitions), learners to record the definitions. Use recall techniques in class discussions to embed the meaning of each.</p> <p>Activity:</p> <p>Learners to work in groups to create a digital resource that can be used to explain the physical growth and development process from conception to later adulthood to trainee support workers in a family centre. Use the digital resource to feedback to the class, teacher to lead the discussion.</p> <p>Research task:</p> <p>Research the principles of child development and create mind maps for each of the following headings ‘supporting child development’, ‘sequence of child development’ and ‘interrelated child development.’</p> <p>Using the mind maps, complete the following extended writing task:</p> <p>‘Discuss the sequence of child development using examples of how physical development can interrelate with other key areas.’</p> <p>Activity:</p> <p>Card sorting activity, match the picture, life stage and age. Make revision notes of correct life stage and age.</p>

		<p>Links to support:</p> <p>Growth and development – https://www.britannica.com/science/human-development</p> <p>Child development – https://www.shamimasworkshop.com/rate-and-sequence-of-child-development</p>
<p>1.1.2 Key areas of development across the life cycle</p>	<p>Learners should understand the key areas and features of development across the life cycle:</p> <ul style="list-style-type: none"> ● Physical development: <ul style="list-style-type: none"> ● body growth ● strength ● puberty ● menopause ● age and ageing. ● Intellectual development: <ul style="list-style-type: none"> ● memory development ● how children learn ● peak of intellectual ability in middle adulthood ● memory may become less efficient in later adulthood. ● Language development: <ul style="list-style-type: none"> ● stages of communication ● difficulties in communication, including language delay. ● Emotional development: <ul style="list-style-type: none"> ● development of feelings and empathy ● bonding and attachment ● self-esteem, self-confidence, and independence. ● Social development: <ul style="list-style-type: none"> ● social skills 	<p>Discussion:</p> <p>Discuss the acronym P.I.L.E.S, providing an explanation / meaning for each letter.</p> <p>Activity:</p> <p>Explain that each area has different features and provide a set work sheet for learners to match the feature of development to the correct P.I.L.E.S area.</p> <p>For example: Working in teams, taking on one key area per team (PILES), learners create a matching activity for their peers to use for revision purposes, detailing the features of development across the key areas across the life cycle.</p> <p>Activity for physical development:</p> <p>Class discussion on the physical milestones for each life stage. Learners to create a digital infographic to display information of the physical changes that occur through the life stages. Discuss key concepts that need to be included such as puberty and menopause.</p> <p>Activities for intellectual development:</p> <p>Discuss the term ‘memory development’ and the importance of this.</p> <p>Research key milestones for intellectual development from infancy to later adulthood. Record these in a table.</p>

- socialisation.

Create a poster aimed for new parents which details how children learn and what they can do to support the learning process.

Extended writing task:

‘Explain why memory may start to decline in later adulthood’.

Activity for emotional development:

Explain the meaning of the terms bonding and attachment. Discuss the benefits of bonding and ask learners to consider what could happen if bonding and attachment isn't successful. Learners to record notes.

Watch the video – https://www.youtube.com/watch?v=w9QZowYX_8o

Extended writing task:

‘Explain the importance of bonding and attachment for both mothers and their baby.’

‘Discuss the benefits of a strong attachment for both mothers and their baby.’

Discuss the term self-esteem, use open questioning techniques to guide a discussion on the factors that can affect an individual's self-esteem. Ask learners to demonstrate their understanding of the discussion by writing a short paragraph to answer the following:

Define self-esteem.

Choose a life stage and discuss what factors could affect an individual's self-esteem.

Links to support:

Puberty – <https://www.childline.org.uk/info-advice/you-your-body/puberty/puberty-body/>

		<p>Menopause – https://www.nhs.uk/conditions/menopause/</p> <p>How children learn – https://hwb.gov.wales/storage/52aae98d-65ed-4065-9222-1a7876e150de/play-active-learning-overview-for-3-to-7-year-olds.pdf</p> <p>Stages of communication – https://www.gov.wales/sites/default/files/publications/2021-06/help-for-practitioners-stages-of-speech-and-language-development.pdf</p> <p>Difficulties in communication – https://www.gosh.nhs.uk/patients-and-families/your-care/patients-with-additional-needs/children-and-young-people-language-and-communication-difficulties/</p> <p>Bonding and attachment – https://learning.nspcc.org.uk/child-health-development/attachment-early-years</p> <p>Self-esteem/self-confidence – https://www.mind.org.uk/information-support/types-of-mental-health-problems/self-esteem/about-self-esteem/</p>
<p>1.1.3 The factors that affect growth, development, and wellbeing across the life cycle</p>	<p>Learners should understand the different factors affecting the growth and development of individuals across the lifecycle including:</p> <p>Sociological:</p> <ul style="list-style-type: none"> ● cultural and racial diversity including the benefits and challenges of living in a multicultural society ● discrimination due to protected characteristics, for example gender and transgender ● environmental, including housing conditions and location, air pollution, availability of health and social care, and childcare services, opportunities for play and resources ● family, including parenting styles, relationships, divorce 	<p>Discussion</p> <p>Learners should understand that different factors can affect an individual's health and wellbeing; both positively and/or negatively.</p> <p>Introduce the terms sociological, psychological and biological, ask learners to record the definitions.</p> <p>Activities:</p> <p>Card sorting activity, using 'sociological', 'psychological' and 'biological' as headings. Have all the factors on the cards and ask learners to sort the factors under the correct headings in pairs.</p> <p>For each factor discuss the positive and negative affects these can have on the health and wellbeing of adults, record these in a table.</p>

<ul style="list-style-type: none"> ● friends: socialisation, isolation, stereotyping, peer pressure ● influence of society, role models and the media ● lifestyle, including nutrition, diet, exercise, lifestyle choices ● socio-economic, including income; poverty and affluence. <p>Psychological:</p> <ul style="list-style-type: none"> ● abuse, including emotional, physical, sexual, psychological, neglect, controlling or coercive behaviour ● adverse childhood experiences (ACEs) ● educational experiences and transitions ● life experiences and transitions including expected and non-expected ● self-esteem, separation, poor attachment. <p>Biological:</p> <ul style="list-style-type: none"> ● disabilities, ill-health, disease, injury ● sex ● genetic inheritance ● learning disabilities. 	<p>Case study activity to embed knowledge and understanding of factors.</p> <p>Case study:</p> <p>Nia, aged 46, lives alone in a small town on the Welsh coast. She lives in a small flat, which Nia says is cold and damp resulting in her catching chest infections that need treatment from the GP. Due to her location and lack of spare income, Nia often struggles to get to health and social care services meaning her infections often go ignored for some time. Her low income also means she cannot afford a nutritious diet. Due to this, Nia has a low self-esteem and often isolates herself from friends.</p> <p>Discuss how the factors in the case study affect Nia. Make suggestions of how Nia can improve her lifestyle.</p> <p>Learners will need to know / revise the following terms in preparation for the examination:</p> <ul style="list-style-type: none"> ● affluence ● discrimination ● genetic inheritance ● income ● isolation ● learning disabilities ● multicultural society ● nutrition ● peer pressure ● poverty ● racial diversity ● role models ● self-esteem ● socialisation ● stereotyping.
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		<p>Links to support:</p> <p>Cultural and Racial Diversity – https://www.bbc.co.uk/bitesize/articles/zk79t39</p> <p>Discrimination – https://www.gov.uk/discrimination-your-rights</p> <p>Environmental – https://www.who.int/activities/environmental-health-impacts</p> <p>Parenting styles – https://www.gov.wales/parenting-give-it-time/parenting-styles</p> <p>Socialisation – https://revisesociology.com/2022/10/21/socialisation/</p> <p>Diet and nutrition – https://www.nhs.uk/live-well/eat-well/how-to-eat-a-balanced-diet/eating-a-balanced-diet/</p> <p>Adverse Childhood experiences – https://www.acesaware.org/ace-fundamentals/</p> <p>Video links:</p> <p>Adverse childhood experiences – https://www.youtube.com/watch?v=XHqLYI9KZ-A</p>
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1.2 Legislation and Service Provision

Content Amplification		Teacher Guidance
<p>1.2.1 Key legislation underpinning health and social care, and childcare in Wales</p>	<p>Learners should understand that legislation underpins the provision of health and social care, and childcare in Wales and is implemented to support and promote the health and wellbeing of the population.</p> <p>Learners should understand the key principles of the following current legislation:</p> <ul style="list-style-type: none"> ● Mental Health (Wales) Measure 2010 ● Social Services and Well-being (Wales) Act 2014 (SSWA) ● The Children Act 1989 and 2004 ● Declaration of rights of older people in Wales 2014. 	<p>Discussion:</p> <p>Provide learners with an overview of the role of the piece of legislation and how this supports and promotes the health and wellbeing of the population.</p> <p>Introduce each of the following pieces of legislation providing learners with the key principles for the following legislation:</p> <ul style="list-style-type: none"> ● Mental Health (Wales) Measure 2010 ● Social Services and Well-being (Wales) Act 2014 (SSWA) ● The Children Act 1989 and 2004 ● Declaration of rights of older people in Wales 2014. <p>Activity:</p> <p>Learners to produce an infographic for each piece of legislation which includes the key principles and how it is implemented into health and social care services to promote the health and wellbeing of the population.</p> <p>Links to support:</p> <p>Mental Health (Wales) Measure 2010 – https://law.gov.wales/mental-health-wales-measure-2010</p> <p>Social Services and Well-being (Wales) Act 2014 – https://www.gov.wales/sites/default/files/publications/2019-05/social-services-and-well-being-wales-act-2014-the-essentials.pdf</p> <p>The Children’s Act 1989/2004 – https://online-learning-college.com/knowledge-hub/early-years/childrens-act-2004/?srsltid=AfmBOoqdyNpU3BPJhQvucAR5qyP73RSB843IheCFeuuerjlhhlp-45Cz</p>

		<p>Declaration of rights of older people in Wales 2014 – https://knowledgebank.wearehourglass.org/library/pdf/Welsh_Government%20Declaration_of_Rights_For_Older_People_In_Wales.pdf</p>
<p>1.2.2 Core principles, values and approaches when working in health and social care, and childcare sectors in Wales</p>	<p>Learners should understand the core principles, values and approaches when working in the health and social care, and childcare sectors in Wales including:</p> <ul style="list-style-type: none"> rights-based approaches: workers must aim to ensure that they provide an inclusive and rights-based approach and that their practice promotes anti-racism, equality, and diversity, does not discriminate, and shows respect for beliefs, choices, cultures, values and preferences advocacy: how workers contribute to supporting a rights-based approach by ensuring an individual's voice is heard, irrespective of their communication needs or abilities person-centred approaches: learners should understand that person-centred approaches are at the heart of care and support for individuals and that the care and support provided meets their individual needs active participation: enabling individuals to be included in planning their own care, having a say in how they live their lives and recognising their right to participate in the activities and functions of everyday life. 	<p>Discussion:</p> <p>Ask learners to work in pairs to consider the meaning of a rights-based approach, advocacy and a person-centred approach.</p> <p>Lead a further discussion on the importance of active participation, explain the benefits of individuals being active participants in their care and ask learners to take notes.</p> <p>Lead a class discussion and ask learners to record the correct definition of key terms for revision purposes, including:</p> <ul style="list-style-type: none"> rights based approaches advocacy person centred approaches active participation. <p>Use recall activities to test learner knowledge on the different definitions.</p> <p>Activities:</p> <p>Extended writing task – produce a case study for an individual accessing health and social care, and childcare services. In the case study, consider the following:</p> <ul style="list-style-type: none"> How can the professionals provide an inclusive environment? How can they ensure that they adopt a rights-based approach? Give examples of person-centred approaches when meeting the individual needs. How they can encourage the individual to be an active participant in their own care?

		<p>Links to support:</p> <p>Rights based approaches – https://socialcare.wales/resources-guidance/early-years-and-childcare/rights-and-strengths-based-practice</p> <p>Advocacy – https://socialcare.wales/resources-guidance/information-and-learning-hub/learning-resources/social-services-and-well-being-wales-act-2014/advocacy</p> <p>Active participation – https://carelearning.org.uk/blog/person-centred-care/what-is-active-participation-in-social-care/</p>
<p>1.2.3 The impact on individuals of service provision and delivery in Wales</p>	<p>Learners should know that service provision and delivery aim to ensure equal opportunity for all in Wales including the positive impact on the health and wellbeing of service users.</p> <p>Learners should be able to identify and give examples of the different types of service provision within the sectors and the ways in which these impact positively on individuals in Wales, including:</p> <ul style="list-style-type: none"> ● statutory care sector: services that are paid for and provided by the Welsh Government, including: <ul style="list-style-type: none"> ● childcare: nursery, primary and secondary schools, Flying Start providers ● health and social care: health boards, hospitals, health centres and local authority services, children's social care, adult social care. ● independent sector: services that are run as a business to make a profit and receive funding from individuals and, or their insurance policies, including: 	<p>Discussion:</p> <p>Introduce service provision and explain that provision is provided under three sectors statutory sector, independent sector and third sector.</p> <p>Ask learners to consider the meaning of each and feedback in a class discussion.</p> <p>Activities:</p> <p>Research the services that can be found in each sector (teacher to guide this to ensure learners use the correct services). Create an infographic which can be displayed in health and social care settings that gives an overview of each sector and the services within.</p> <p>Learners can then consider the positive impacts each service has on individuals in Wales.</p> <p>Introduce the three regulatory organisations and explain the key principles of each one. Learners to take notes. Ask learners to consider which regulatory organisation oversees each service.</p> <p>To assess understanding, ask learners to answer the following question without looking at supporting notes:</p>

- childcare: crèche, day nursery, childminders, nannies
- health and social care: BUPA, dentists, residential, nursing homes, self-employed practitioners.
- third sector: services that are provided by non-profit making organisations in the voluntary care sector, including:
 - local support groups using volunteers: playgroups, Cylch Meithrin, counselling and bereavement groups and not-for-profit organisations with paid employees, Barnardo's, NSPCC, Childline, Macmillan, hospices
 - registered charities, for example: Save the Children, Action for Children, Mind, Marie Curie, Scope, Stroke association
- unpaid care: including personal care provided by families and young carers who are entitled to an assessment of their needs.

Learners should know how the following regulatory organisations ensure that health, social care, and childcare services in Wales meet established standards and comply with legislation:

- Care Inspectorate Wales (CIW)
- Healthcare Inspectorate Wales (HIW)
- His Majesty's Inspectorate for Education and Training in Wales (Estyn).

'Choose a regulatory organisation and explain the key principles and how they ensure services in Wales meet the established standards.'

To support revision learners could complete a table which lists each service, the sector it falls in, the role of the service, the positive impacts the service has for individuals and the regulatory body that oversees the service.

Service	Role of service	How the service meets the needs of individuals	Sector	Regulatory body
Primary school	To provide a nurturing and educational environment for children to learn.	Assists with the PILES development of children.	Statutory	Estyn

Links to support:

Service provision – <https://carelearning.org.uk/blog/settings/what-is-service-provision-in-health-and-social-care/>

Flying start – <https://www.gov.wales/flying-start-programme>

Care Inspectorate Wales (CIW) – <https://www.careinspectorate.wales/>

Healthcare Inspectorate Wales (HIW) – <https://www.hiw.org.uk/>

His Majesty's Inspectorate for Education and Training in Wales (Estyn) – <https://estyn.gov.wales/>

1.3 The Welsh context

Content Amplification		Teacher Guidance
<p>1.3.1 Promotion and maintenance of health and wellbeing of individuals throughout their life</p>	<p>Learners should know that Wales uses several indicators and tools to measure and support health and wellbeing, including:</p> <ul style="list-style-type: none"> Well-being of Future Generations (Wales) Act 2015 which is the overarching legislation to improve the social, economic, environmental, and cultural wellbeing of Wales which impacts on all health and social care and childcare sectors. Learners should know the seven goals for Wales set by the act. Public Health Outcomes Framework includes indicators such as: life expectancy at birth, gap in life expectancy between the most and least deprived, school leavers with skills and qualifications, quality of housing, quality of air, smoking in pregnancy. <p>Learners should understand that wellbeing indicators can include:</p> <ul style="list-style-type: none"> statistics: educational attainment, employment, housing, income, child poverty, security, environmental quality surveys and questionnaires physiological measurements: height, weight, blood pressure, temperature, peak flow, heart rate, pulse, blood sugar levels lifestyle data: alcohol consumption, smoking rates, obesity levels. <p>Learners should know the ways in which individuals can be supported to take responsibility for their own health and wellbeing, including preventative and early intervention measures:</p>	<p>Discussion:</p> <p>Provide learners with an overview of the Well-being of Future Generations (Wales) Act 2015 and lead a discussion on the seven goals for Wales.</p> <p>Activity:</p> <p>Research the Public Health Outcomes Framework and produce a presentation of information based on this.</p> <p>Provide learners with key areas they need to focus their research on:</p> <ul style="list-style-type: none"> life expectancy between the most and least deprived school leavers with skills and qualifications quality of housing quality of air smoking in pregnancy. <p>Discussion:</p> <p>Lead a discussion around the Welsh Government recording wellbeing indicators to create statistical data. Explain the importance and purpose of recording this data.</p> <p>Activity:</p> <p>Using the following link – https://www.gov.wales/wellbeing-wales-national-indicators</p> <p>Print off the graphs needed to support the content in the specification.</p>

<ul style="list-style-type: none"> educating: positive lifestyle choices in relation to specific health and wellbeing risks immunisation personal and parental responsibilities for health and wellbeing screening programmes a strength-based approach. <p>Learners should be aware of the:</p> <ul style="list-style-type: none"> Public Health Wales Act 2017. <p>Learners should understand the need for promotion campaigns and initiatives targeted at raising awareness of health and wellbeing related issues with specific audiences at both local and national level, such as Public Health Wales, local authorities and the third sector.</p> <p>Learners should understand that the Welsh Government’s ‘A Healthier Wales’ outlines a vision for a health and social care sector that works together to focus on wellbeing and prevent illness, through less intensive clinical interventions, moving services out of hospital into communities and supporting individuals to live healthy, happy lives.</p> <p>Learners should know that the following Welsh Government initiatives and campaigns promote improvements to the health and wellbeing of the population of Wales:</p> <ul style="list-style-type: none"> Flying Start Healthy Weight: Healthy Wales strategy Talk to me 2 Welsh Network of Healthy School Schemes (WNHSS). 	<p>Put learners into groups and present a different graph to each group, ask learners to read the graphs and hold discussions using the following questions as a guide:</p> <ul style="list-style-type: none"> How have trends changed over the years? What differences are there in the data over the years? What possible explanations could there be for the differences observed? Has the Well-being of Generations Act (Wales) 2015 had an influence on the data? <p>Encourage learners to record their thoughts in a mind map and ask them to feedback to a class discussion. Learners to take notes.</p> <p>Activity:</p> <p>Introduce Public Health Wales to the learners explaining the main role.</p> <p>Explain the need for health promotion campaigns and initiatives. Ask learners to identify areas that are targeted for raising awareness.</p> <p>Provide learners with a worksheet with links to various health initiatives and ask them to complete a homework task to research the key points for three different campaigns / initiatives.</p> <p>Activity:</p> <p>Learners to research ‘A Healthier Wales’ and create a digital poster for a family centre to inform families of the government’s vision for the health and social care sectors.</p> <p>Complete a table to collect information on the different government initiatives and campaigns; table can look like the following:</p>
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		Campaign/ Initiative	Key principles	How does it aim to promote improvements to the health and wellbeing of the population in Wales?

Links to support:

The Well-being of Future Generations (Wales) Act 2015 – <https://www.gov.wales/well-being-of-future-generations-wales>

Public Health Outcomes Framework – <https://fingertips.phe.org.uk/profile/public-health-outcomes-framework>

Prevention and early intervention – <https://www.gov.wales/sites/default/files/publications/2019-05/social-services-and-well-being-wales-act-2014-the-essentials.pdf>

Immunisations – <https://phw.nhs.wales/topics/immunisation-and-vaccines/routine-immunisation-schedules-for-wales/>

Screening programmes – <https://phw.nhs.wales/services-and-teams/screening/>

Strengths-based approach – <https://socialcare.wales/resources-guidance/improving-care-and-support/strengths-based-practice>

Public Health Wales Act 2017 – <https://law.gov.wales/public-health-wales-act-2017>

		<p>A healthier Wales – https://www.gov.wales/healthier-wales-long-term-plan-health-and-social-care</p> <p>Flying start – https://www.gov.wales/flying-start-programme</p> <p>Healthy Weight: Healthy Wales Strategy – https://www.gov.wales/healthy-weight-strategy-healthy-weight-healthy-wales</p> <p>Talk to me 2 – https://www.gov.wales/sites/default/files/publications/2019-06/talk-to-me-2-suicide-and-self-harm-prevention-action-plan-for-wales-2015-2020.pdf</p> <p>Welsh Network of Healthy School Schemes (WNHSS) – https://phw.nhs.wales/services-and-teams/welsh-network-of-healthy-school-schemes/</p>
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<p>1.3.2 Welsh language and culture within the context of health, social care, and childcare</p>	<p>Learners should understand how recognising Welsh language and cultural needs of individuals are essential components in delivering inclusive, person-centred health, social care, and childcare services in Wales.</p> <p>Learners should understand how recognising and respecting linguistic and cultural identity promotes better outcomes, enhances dignity and supports trust for individuals.</p> <p>Learners should understand the importance and impact of Welsh language and culture in enhancing the quality of service provision and how The Active Offer:</p> <ul style="list-style-type: none"> • ensures that the Welsh language is as visible as the English language, and that individuals can receive services provided in Welsh without having to ask • links to Welsh Government guidelines and legislation on Welsh language, for example the Welsh Language Strategic Framework (More than just words...) and the role of the Welsh Language Commissioner. 	<p>Discussion:</p> <p>Ask learners what is meant by the terms person-centred and inclusive.</p> <p>Once an understanding of these terms is established, ask learners the importance of recognising the Welsh language and cultural needs when delivering inclusive, person centred care in Wales.</p> <p>To embed understanding ask learners to consider how they would feel if they went to the hospital and were unable to communicate in their preferred language. Ask learners to record their answers.</p> <p>This will also allow learners to fully understand the importance of addressing the Welsh language and cultural needs.</p> <p>Activity:</p> <p>Introduce The Active Offer and ask learners to take notes, then answer the following question:</p> <p>‘How can Health and Social Care services in Wales promote the Welsh language using the principles of the Active offer?’</p> <p>Links to support:</p> <p>Welsh Language Strategic Framework – https://www.gov.wales/cymraeg-2050-welsh-language-strategy-action-plan-2024-2025-html</p> <p>The Active Offer – https://www.gov.wales/sites/default/files/publications/2019-04/delivering-the-active-offer-information-pack-health_0.pdf</p>
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<p>1.3.3 Cultural perspectives and experiences of Black, Asian and minority ethnic individuals in relation to health and social care, and childcare</p>	<p>Learners should understand that racial inequalities exist in health and may affect access to health and social care and childcare including:</p> <ul style="list-style-type: none"> loneliness, isolation, discrimination, and social and economic inequalities over-representation of racial and ethnic minorities in lower paid / status health and social care jobs in Wales. <p>Learners should know:</p> <ul style="list-style-type: none"> the Welsh Government has identified actions to tackle racial inequality in health and social care, and childcare, including ways to improve the experiences and outcomes of health and social care staff and racial and ethnic minority service users settings have led on: <ul style="list-style-type: none"> involving children and parents or carers in celebrating diversity, including the creation of inclusive environments, by promoting cultural awareness, creating school diversity and inclusion policies managing and reporting racist incidents within schools. <p>Learners should know the Welsh Government policy and legislation in health and social care and childcare in relation to equality, diversity and inclusion, including the principles of:</p> <ul style="list-style-type: none"> Human Rights Act 1998 The Equality Act 2010. <p>Learners should be aware of the on-going Anti-racist Wales Action Plan 2024.</p>	<p>Discussion:</p> <p>Test learner knowledge on the term inequalities, asking them to contribute to a brain-storming starter activity, where they contribute their thoughts to the teacher; teacher to record ideas on a white board. Lead a class discussion based on the ideas shared.</p> <p>Confirm the meaning of inequality and ask learners to record notes for revision purposes.</p> <p>Once learners have understood inequalities, introduce the term racial inequalities and discuss with learners why this may exist and why it may affect access to health and social care, and childcare.</p> <p>Activities:</p> <p>Working in pairs ask learners to research the following factors, asking them to create a mind map on why they may contribute to racial inequalities:</p> <ul style="list-style-type: none"> loneliness isolation social inequality economic inequality. <p>Once this has been completed, ask learners to fill out a table like the following using the factors above:</p>
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		Factor	How does this contribute to racial inequality?	How can the Welsh Government tackle this area and improve services?	How can settings ensure inclusivity and involve service users to address this factor?

Once the table is complete, hold a class discussion based on the findings, ensure learners understand the following key areas:

- settings should include parents, carers and children in celebrating diversity
- settings must work to create inclusive environments
- settings must promote cultural awareness
- settings must have inclusion policies
- how settings manage racist incidents.

Activity to support legislation:

Provide learners with information sheets outlining the following pieces of legislation:

- The Human Rights Act 1998
- The Equality Act 2010
- Anti-racist Action Plan 2024.

Extended writing task:

Choose one piece of legislation and answer the following question:

		<p>'Discuss how the legislation ensures that health and social care services address equality, diversity and inclusion in their setting.'</p> <p>Links to support:</p> <p>The Human Rights Act 1998 – https://www.mind.org.uk/media-a/4125/hra98-2020.pdf</p> <p>The Equality Act 2010 – https://assets.publishing.service.gov.uk/media/5a79c91ced915d07d35b8159/easy-read.pdf</p> <p>Anti-racist Wales Action Plan 2024 – https://www.gov.wales/anti-racist-wales</p>
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Learning Experiences

Learners should be encouraged to consider the following learning experiences and skills to further develop their understanding, appreciation and awareness of the subject content. Information in the table below provides opportunities for teachers to integrate the learning experiences into delivery.

Learning Experience	Exemplification of Learning Experience
<p>Explore local health and social care, and childcare provision and services to make connections that develop a stronger sense of cynefin</p>	<p>1.3.2</p> <p>Discussion:</p> <p>Ask learners what is meant by the terms person-centred and inclusive.</p> <p>Once an understanding of these terms is established, ask learners the importance of recognising the Welsh language and cultural needs when delivering inclusive, person centred care in Wales.</p> <p>To embed understanding ask learners to consider how they would feel if they went to the hospital and were unable to communicate in their preferred language. Ask learners to record their answers.</p> <p>This will also allow learners to fully understand the importance of addressing the Welsh language and cultural needs.</p> <p>Activity:</p> <p>Introduce The Active Offer and ask learners to take notes, then answer the following question:</p> <p><i>How can Health and Social Care services in Wales promote the Welsh language using the principles of the Active offer?</i></p>

Explore career opportunities within health and social care, and childcare

1.2.3

Discussion:

Reference services in the local area that learners are familiar with, to introduce service provision and explain that provision is provided under three sectors statutory sector, independent sector and third sector.

Ask learners to consider the meaning of each and feedback in a class discussion.

Activities:

Research the services that can be found in each sector (teacher to guide this to ensure learners use the correct services). Create an infographic which can be displayed in health and social care settings that gives an overview of each sector and the services within.

Learners can then consider the positive impacts each service has on individuals in Wales.

Introduce the three regulatory organisations and explain the key principles of each one. Learners to take notes. Ask learners to consider which regulatory organisation oversees each service.

To assess understanding, ask learners to answer the following question without looking at supporting notes:

‘Choose a regulatory organisation and explain the key principles and how they ensure services in Wales meet the established standards.’

To support revision learners could complete a table which lists each service, the sector it falls in, the role of the service, the positive impacts the service has for individuals and the regulatory body that oversees the service.

Service	Role of service	How the service meets the needs of individuals	Sector	Regulatory body

<p>Hear directly from, and interact with, health and social care, and childcare professionals, either in person or online, to appreciate their experiences of working within the sector</p>	<p>1.2.3</p> <p>See above activity.</p> <p>Consider contacting key providers to assist with supporting learners to speak directly to professionals from the sectors:</p> <p>Our Centres Careers Wales</p> <p>How to work in social care and child care WeCare Wales</p> <p>Social Care Wales Home - Social Care Wales</p> <p>Home - HEIW</p> <p>About us - Clybiau Plant Cymru (EN)</p> <p>Homepage - Mudiad Meithrin - Welsh-medium playgroups</p>
<p>Make appropriate use of digital technology</p>	<p>1.1.1</p> <p>Activity:</p> <p>Learners to work in groups to create a digital resource that can be used to explain the physical growth and development process from conception to later adulthood to trainee support workers in a family centre. Use the digital resource to feedback to the class, teacher to lead the discussion.</p> <p>1.2.1</p> <p>Discussion:</p> <p>Provide learners with an overview of the role of the piece of legislation and how this supports and promotes the health and wellbeing of the population.</p> <p>Introduce each of the following pieces of legislation providing learners with key information on each:</p> <ul style="list-style-type: none"> ● Mental Health (Wales) Measure 2010 ● Social Services and Well-being (Wales) Act 2014 (SSWA) ● The Children Act 1989 and 2004 ● Declaration of rights of older people in Wales 2014. <p>Activity:</p> <p>Learners to work in groups to create a digital resource for each piece of legislation which includes the key principles and how it is implemented into health and social care services to promote the health and wellbeing of the population. Use the digital resource to feedback to the class, teacher to lead the discussion.</p>

Develop collaboration and teamwork skills by working with, and learning from, others

1.3.3

Discussion:

Test learner knowledge on the term inequalities, asking them to contribute to a brain-storming starter activity, where they contribute their thoughts to the teacher; teacher to record ideas on a white board. Lead a class discussion based on the ideas shared.

Confirm the meaning of inequality and ask learners to record notes for revision purposes.

Once learners have understood inequalities, introduce the term racial inequalities and discuss with learners why this may exist and why it may affect access to health and social care, and childcare.

Activities:

Working in pairs ask learners to research the following factors, asking them to create a mind map on why they may contribute to racial inequalities:

- loneliness
- isolation
- social inequality
- economic inequality.

Once this has been completed, ask learners to fill out a table like the following using the factors above:

Factor	How does this contribute to racial inequality?	How can the Welsh Government tackle this area and improve services?	How can settings ensure inclusivity and involve service users to address this factor?

Opportunities for embedding elements of the Curriculum for Wales

Curriculum for Wales Strands			
Cross-cutting Themes			
Local, National & International Contexts	<p>There are many opportunities to include Local, National and International Contexts in Health and Social Care, and Childcare. These opportunities are important to learners because they need to develop an awareness of sociological factors that affect the growth and development of individuals living in Wales. This allows them to make informed health decisions for themselves, and feel connected to those around them, by demonstrating empathy due to understanding the impacts of sociological factors on growth and development.</p> <p>Below are some examples of how Local, National and International Contexts can be embedded into teaching and learning:</p>		
	Specification Reference	Amplification	Example
1.1.3	<p>Learners should understand the different factors affecting the growth and development of individuals across the lifecycle including:</p> <p>Sociological:</p> <ul style="list-style-type: none"> • cultural and racial diversity including the benefits and challenges of living in a multicultural society • discrimination due to protected characteristics, for example gender and transgender • environmental, including housing conditions and location, air pollution, availability of health and social care, and childcare services, opportunities for play and resources • family, including parenting styles, relationships, divorce 	<p>This topic allows learners to explore a variety of different sociological factors that affect the growth and development of individuals living in Wales.</p> <p>Activity – sociological factors.</p> <p>Research each factor and create a mind map of ways this area can affect the growth and development of individuals.</p> <p>Learners to feedback findings in a class discussion.</p> <p>Activity – Research the Well-being of Future Generations Act (Wales) 2015 and create an infographic on the seven wellbeing goals.</p> <p>Contribute to a class discussion around the importance of this piece of legislation, sharing</p>	

	<ul style="list-style-type: none"> • friends: socialisation, isolation, stereotyping, peer pressure • influence of society, role models and the media • lifestyle, including nutrition, diet, exercise, lifestyle choices • socio-economic, including income; poverty and affluence. 	<p>thoughts. Learners to create a mind map on the importance of The Well-being of Future Generations Act (Wales) 2015 in supporting the health and wellbeing of individuals.</p>
<p>Sustainability</p>	<p>There are many opportunities to include Sustainability in Health and Social Care, and Childcare. These opportunities are important to learners because it allows them to develop an understanding of the environment around them and how the different factors can impact the health and wellbeing of individuals. Learners will then develop an awareness of the impacts of our actions on the environmental factors and can contribute to learners demonstrating positive behaviours towards the environment.</p> <p>Below are some examples of how Sustainability can be embedded into teaching and learning:</p>	
	<p>Specification Reference</p> <p>1.1.3</p>	<p>Amplification</p> <p>Learners should understand the different factors affecting the growth and development of individuals across the lifecycle including:</p> <ul style="list-style-type: none"> • environmental, including housing conditions and location, air pollution, availability of health and social care, and childcare services, opportunities for play and resources.
	<p>Example</p> <p>The topic allows learners to understand how the environment can affect an individual's growth and development from a positive and negative perspective.</p> <p>Activity – exploring environmental factors.</p> <p>Research each factor and create a mind map of ways this area can affect the growth and development of individuals.</p> <p>Learner to feedback findings in a class discussion.</p> <p>Activity – extended writing task.</p> <p>‘Explore how environmental factors can affect the health and wellbeing of individuals living in Wales.’</p>	

Relationships and Sexuality Education	<p>There are many opportunities to include Relationships and Sexuality Education (RSE) in GCSE Health and Social Care and Childcare. These opportunities are important to Learners because health and social care and childcare allows learners to explore different types of relationships individuals have throughout their lives. Learning about relationships allows learners to understand the difference between positive and negative behaviours that can be displayed, allowing them to make informed choices. Healthy relationships are important for health and wellbeing as it means individuals will feel happier and will have a positive impact on mental health.</p> <p>Below are some examples of how RSE can be embedded into teaching and learning:</p>	
	<p>Specification Reference</p> <p>1.1.3</p>	<p>Amplification</p> <p>Learners should understand the different factors affecting the growth and development of individuals across the lifecycle including:</p> <p>Sociological:</p> <ul style="list-style-type: none"> ● cultural and racial diversity including the benefits and challenges of living in a multicultural society ● discrimination due to protected characteristics, for example gender and transgender ● environmental, including housing conditions and location, air pollution, availability of health and social care, and childcare services, opportunities for play and resources ● family, including parenting styles, relationships, divorce ● friends: socialisation, isolation, stereotyping, peer pressure ● influence of society, role models and the media

		<ul style="list-style-type: none"> lifestyle, including nutrition, diet, exercise, lifestyle choices socio-economic, including income; poverty and affluence. 	
<p>Human Rights Education and Diversity</p>	<p>There are many opportunities to include Human Rights Education and Diversity in Health and Social Care, and Childcare. These opportunities are important to learners because in order for them to become ethically informed citizens, they must have an awareness of legislation and how this informs policies and procedures in health and social care settings. It also allows learners to develop an awareness of their own rights and provide them with an understanding of what is right and what is wrong when addressing equality, diversity and inclusion.</p> <p>Below are some examples of how Human Rights Education and Diversity can be embedded into teaching and learning:</p>		
	<p>Specification Reference</p> <p>1.3.3</p>	<p>Amplification</p> <p>Learners should know the Welsh Government policy and legislation in health and social care and childcare in relation to equality, diversity and inclusion, including the principles of:</p> <ul style="list-style-type: none"> Human Rights Act 1998 The Equality Act 2010. <p>Learners should be aware of the on-going Anti-racist Wales Action Plan 2024.</p>	<p>Example</p> <p>This topic allows learners to develop an awareness of the purpose of legislation and be fully informed of their rights as an individual living in Wales.</p> <p>Activity – research task.</p> <p>Research the three pieces of legislation; The Human Rights Act 1998, The Equality Act 2010 and Anti-racist Action Plan 2024 and design a presentation explaining the key principles of each. Learner to present findings to the class.</p> <p>Activity – extended writing task.</p> <p>Provide learners with information sheets outlining the following pieces of legislation:</p> <ul style="list-style-type: none"> The Human Rights Act 1998 The Equality Act 2010 Anti-racist Action Plan 2024.

Choose one of the pieces of legislation and answer the following question:

‘Discuss how the legislation ensures that health and social care services address equality, diversity and inclusion in their setting.’

Cross-curricular Skills – Literacy

There are many opportunities to include Literacy in Health and Social Care and Childcare. These opportunities are important to learners because it allows for continuous development within this area. Listening skills are an integral part of the learning process as this is a primary method of receiving information and clarifying it with others through speaking/discussions. The introduction of new vocabulary allows learners to develop their overall knowledge base and understanding when reading more comprehensive texts. Literacy skills allow learners to develop their critical thinking skills and progress with their overall learning.

Below are some examples of how Literacy can be embedded into teaching and learning:

	Specification Reference	Amplification	Example
Listening	1.1.2	<p>Learners should understand the key areas and features of development across the life cycle:</p> <ul style="list-style-type: none"> Physical development: <ul style="list-style-type: none"> body growth strength puberty menopause age and ageing. 	<p>The topic allows learners to enhance their communication skills and receive information.</p> <p>Activity – physical milestones.</p> <p>Discuss the acronym P.I.L.E.S, providing an explanation/meaning for each letter.</p> <p>Explain each area has different features and provide a set work sheet for learners to match the feature of development to the correct P.I.L.E.S area.</p> <p>Activity – physical development.</p> <p>Class discussion on the physical milestones for each life stage. Learners to create a digital infographic to display information of the physical changes that occur through the life stages. Discuss key concepts that need to be included such as puberty and menopause.</p>

	Specification Reference	Amplification	Example
Reading	1.1.3	<p>Learners should understand the different factors affecting the growth and development of individuals across the lifecycle including:</p> <p>Sociological:</p> <ul style="list-style-type: none"> • cultural and racial diversity including the benefits and challenges of living in a multicultural society • discrimination due to protected characteristics, for example gender and transgender • environmental, including housing conditions and location, air pollution, availability of health and social care, and childcare services, opportunities for play and resources • family, including parenting styles, relationships, divorce • friends: socialisation, isolation, stereotyping, peer pressure • influence of society, role models and the media • lifestyle, including nutrition, diet, exercise, lifestyle choices • socio-economic, including income; poverty and affluence. <p>Psychological:</p> <ul style="list-style-type: none"> • abuse, including emotional, physical, sexual, psychological, neglect, controlling or coercive behaviour • adverse childhood experiences (ACEs) • educational experiences and transitions • life experiences and transitions including expected and non-expected • self-esteem, separation, poor attachment. <p>Biological:</p> <ul style="list-style-type: none"> • disabilities, ill-health, disease, injury • sex • genetic inheritance • learning disabilities. 	<p>The topic allows learners to enhance their vocabulary and ability to understand words in different contexts.</p> <p>Activity – factors affecting health and wellbeing.</p> <p>Learners should understand that different factors can affect an individual's health and wellbeing; positively or negatively.</p> <p>Introduce the terms sociological, psychological and biological, ask learners to record the definitions.</p> <p>Card sorting activity, using 'sociological', 'psychological' and 'biological' as headings. Have all the factors on the cards and ask learners to read and sort the factors under the correct headings in pairs.</p> <p>For each factor discuss the positive and negative affects these can have on the health and wellbeing of adults, record these in a table.</p> <p>Read the case study activity to embed knowledge and understanding of factors.</p>

	Specification Reference	Amplification	Example
Speaking	1.3.3	<p>Learners should understand that racial inequalities exist in health and may affect access to health and social care and childcare including:</p> <ul style="list-style-type: none"> loneliness, isolation, discrimination, and social and economic inequalities over-representation of racial and ethnic minorities in lower paid / status health and social care jobs in Wales. <p>Learners should know:</p> <ul style="list-style-type: none"> the Welsh Government has identified actions to tackle racial inequality in health and social care, and childcare, including ways to improve the experiences and outcomes of health and social care staff and racial and ethnic minority service users settings have led on: <ul style="list-style-type: none"> involving children and parents or carers in celebrating diversity, including the creation of inclusive environments, by promoting cultural awareness, creating school diversity and inclusion policies managing and reporting racist incidents within schools. <p>Learners should know the Welsh Government policy and legislation in health and social care and childcare in relation to equality, diversity and inclusion, including the principles of:</p> <ul style="list-style-type: none"> Human Rights Act 1998 The Equality Act 2010. <p>Learners should be aware of the on-going Anti-racist Wales Action Plan 2024.</p>	<p>The topic allows learners to connect with others and verbally ask questions on topics to clarify understanding.</p> <p>Activities:</p> <p>Working in pairs ask learners to research the following factors, asking them to create a mind map on why they may contribute to racial inequalities:</p> <ul style="list-style-type: none"> loneliness isolation social inequality economic inequality. <p>Once this has been completed, ask learners to fill out a table (see pg. 20).</p> <p>Once the table is complete, hold a class discussion based on the findings, ensure learners understand the following key areas:</p> <ul style="list-style-type: none"> settings include parents, carers and children in celebrating diversity settings must work to create inclusive environments settings must promote cultural awareness settings must have inclusion policies how settings manage racist incidents.

	Specification Reference	Amplification	Example
Writing	1.2.2	<p>Learners should understand the core principles, values and approaches when working in the health and social care, and childcare sectors in Wales including:</p> <ul style="list-style-type: none"> rights-based approaches: workers must aim to ensure that they provide an inclusive and rights-based approach and that their practice promotes anti-racism, equality, and diversity, does not discriminate, and shows respect for beliefs, choices, cultures, values and preferences advocacy: how workers contribute to supporting a rights-based approach by ensuring an individual's voice is heard, irrespective of their communication needs or abilities person-centred approaches: learners should understand that person-centred approaches are at the heart of care and support for individuals and that the care and support provided meets their individual needs active participation: enabling individuals to be included in planning their own care, having a say in how they live their lives and recognising their right to participate in the activities and functions of everyday life. 	<p>The topic allows learners to use critical thinking skills as they will be processing new information to attempt extended writing activities.</p> <p>Activity – extended writing task.</p> <p>Write a case study for an individual accessing health and social care, and childcare services. In the case study, consider the following:</p> <ul style="list-style-type: none"> how can the professionals provide an inclusive environment how can they ensure that they adopt a rights-based approach give examples of person-centred approaches when meeting the individual needs. how they can encourage the individual to be an active participant in their own care. <p>This will allow learners to demonstrate their creative thinking as well as demonstrating their extended writing abilities.</p>

Cross-curricular Skills – Numeracy

There are many opportunities to include Numeracy in Health and Social Care and Childcare. These opportunities are important to learners because it allows them to apply the knowledge learnt over the years to different ideas and concepts. It allows learners to develop a skill set of approaching numeracy in different contexts and increases confidence to answer questions in this area of learning

Below are some examples of how Numeracy can be embedded into teaching and learning:

	Specification Reference	Amplification	Example
Developing Mathematical Proficiency	1.3.1	<p>Learners should understand that wellbeing indicators can include:</p> <ul style="list-style-type: none"> statistics: educational attainment, employment, housing, income, child poverty, security, environmental quality surveys and questionnaires physiological measurements: height, weight, blood pressure, temperature, peak flow, heart rate, pulse, blood sugar levels lifestyle data: alcohol consumption, smoking rates, obesity levels. 	<p>This topic allows learners to explore statistical data by reviewing graphs and looking at trends over the years.</p> <p>Activity – reading and understanding data.</p> <p>Lead a discussion around the Welsh Government recording wellbeing indicators to create statistical data. Explain the importance and purpose of recording this data.</p> <p>Using the following link – https://www.gov.wales/wellbeing-wales-national-indicators</p> <p>Print of the graphs needed to support the content in the specification.</p> <p>Put learners into groups and present a different graph to each group, ask learners to read the graphs and hold discussions using the following questions as a guide:</p> <ul style="list-style-type: none"> How has the trend changed over the years? What differences are there in the data over the years? Why do you think the differences are there? Do you think the Well-being of Generations Act (Wales) 2015 has had an influence on the data?

	Specification Reference	Amplification	Example
Understanding the number system helps us to represent and compare relationships between numbers and quantities	1.3.1	<p>Learners should understand that wellbeing indicators can include:</p> <ul style="list-style-type: none"> • statistics: educational attainment, employment, housing, income, child poverty, security, environmental quality • surveys and questionnaires • physiological measurements: height, weight, blood pressure, temperature, peak flow, heart rate, pulse, blood sugar levels • lifestyle data: alcohol consumption, smoking rates, obesity levels. 	<p>The topic allows learners to explore statistical data by reviewing graphs and looking at trends over the years.</p> <p>Activity – see above activity.</p>

	Specification Reference	Amplification	Example
Learning that statistics represent data and that probability models chance help us make informed inferences and decisions	1.3.1	<p>Learners should understand that wellbeing indicators can include:</p> <ul style="list-style-type: none"> • statistics: educational attainment, employment, housing, income, child poverty, security, environmental quality • surveys and questionnaires • physiological measurements: height, weight, blood pressure, temperature, peak flow, heart rate, pulse, blood sugar levels • lifestyle data: alcohol consumption, smoking rates, obesity levels. 	<p>The topic allows learners to it allows learners to explore statistical data by reviewing graphs and looking at trends over the years.</p> <p>Activity – see above activity.</p>

Cross-curricular Skills – Digital Competence

There are many opportunities to include Digital Competence in Health and Social Care, and Childcare. These opportunities are important to learners because the majority of jobs learners may go into require a level of digital skills. This will allow learners to already have a skillset available to contribute and enhance as they progress with their learning. The use of digital platforms makes learning more fun and interactive which allows learners to be more engaged with the experience on a whole.

Below are some examples of how Digital Competence can be embedded into teaching and learning:

	Specification Reference	Amplification	Example
Citizenship	1.3.1	<p>Learners should know that Wales uses several indicators and tools to measure and support health and wellbeing, including:</p> <ul style="list-style-type: none"> Well-being of Future Generations (Wales) Act 2015 which is the overarching legislation to improve the social, economic, environmental, and cultural wellbeing of Wales which impacts on all health and social care and childcare sectors. Learners should know the seven goals for Wales set by the act. Public Health Outcomes Framework includes indicators such as life expectancy at birth, gap in life expectancy between the most and least deprived, school leavers with skills and qualifications, quality of housing, quality of air, smoking in pregnancy. 	<p>The topic allows learners to use digital platforms to present their work in a variety of formats.</p> <p>Activity – create a presentation.</p> <p>Research the Public Health Outcomes Framework and produce a presentation of information based on this.</p> <p>Provide learners with key areas they need to focus their research on:</p> <ul style="list-style-type: none"> life expectancy between the most and least deprived school leavers with skills and qualifications quality of housing quality of air smoking in pregnancy.

	Specification Reference	Amplification	Example
Interacting and Collaborating	1.2.2	<p>Learners should understand the core principles, values and approaches when working in the health and social care, and childcare sectors in Wales including:</p> <ul style="list-style-type: none"> ● rights-based approaches: workers must aim to ensure that they provide an inclusive and rights-based approach and that their practice promotes anti-racism, equality, and diversity, does not discriminate, and shows respect for beliefs, choices, cultures, values and preferences ● advocacy: how workers contribute to supporting a rights-based approach by ensuring an individual’s voice is heard, irrespective of their communication needs or abilities ● person-centred approaches: learners should understand that person-centred approaches are at the heart of care and support for individuals and that the care and support provided meets their individual needs ● active participation: enabling individuals to be included in planning their own care, having a say in how they live their lives and recognising their right to participate in the activities and functions of everyday life. 	<p>The topic allows learners to develop an understanding of topics by communicating with each other. Through collaboration, some learners will act as more knowledgeable others and assist others with understanding new concepts.</p> <p>Activity – person-centred approach.</p> <p>Ask learners to work in pairs to consider the meaning of a rights-based approach, advocacy and a person-centred approach.</p> <p>Lead a further discussion on the importance of active participation, explain the benefits of individuals being active participants in their care and ask learners to take notes.</p> <p>Lead a class discussion and ask learners to record the correct definition for revision purposes.</p> <p>Use recall activities to test learner knowledge on the different terms.</p>

<p>Producing</p>	<p>Specification Reference</p> <p>1.2.2</p>	<p>Amplification</p>	<p>Example</p> <p>Activity – extended writing task; produce a case study for an individual accessing health and social care, and childcare services. In the case study, consider the following:</p> <ul style="list-style-type: none"> • How can the professionals provide an inclusive environment? • How can they ensure that they adopt a rights-based approach? • Give examples of person-centred approaches when meeting the individual needs. • How they can encourage the individual to be an active participant in their own care?
<p>Data and Computational Thinking</p>	<p>Specification Reference</p> <p>1.3.1</p>	<p>Amplification</p> <p>Learners should understand that wellbeing indicators can include:</p> <ul style="list-style-type: none"> • statistics: educational attainment, employment, housing, income, child poverty, security, environmental quality • surveys and questionnaires • physiological measurements: height, weight, blood pressure, temperature, peak flow, heart rate, pulse, blood sugar levels • lifestyle data: alcohol consumption, smoking rates, obesity levels. 	<p>Example</p> <p>The topic allows learners to it allows learners to explore statistical data by reviewing graphs and looking at trends over the years.</p> <p>Activity – reading and understanding data.</p> <p>Lead a discussion around the Welsh Government recording wellbeing indicators to create statistical data. Explain the importance and purpose of recording this data.</p> <p>Using the following link – https://www.gov.wales/wellbeing-wales-national-indicators</p> <p>Print of the graphs needed to support the content in the specification.</p> <p>Put learners into groups and present a different graph to each group, ask learners to read the graphs and hold discussions using the following questions as a guide:</p> <ul style="list-style-type: none"> • How has the trend changed over the years? • What differences are there in the data over the years? • Why do you think the differences are there? • Do you think the Well-being of Generations Act (Wales) 2015 has had an influence on the data?

Integral Skills		
Creativity and Innovation	<p>There are many opportunities to include Creativity and Innovation in Health and Social Care, and Childcare. These opportunities are important to learners because it allows learners to fully express themselves whilst using creative thoughts to problem solve.</p> <p>Below are some examples of how Creativity and Innovation can be embedded into teaching and learning:</p>	
	<i>Specification Reference</i>	<i>Amplification</i>
	1.2.3	<p>Learners should be able to identify and give examples of the different types of service provision within the sectors and the ways in which these impact positively on individuals in Wales.</p>
		<i>Example</i>
		<p>The topic allows learners to think for themselves during the learning process. They can receive the new information delivered and create work to represent this new information.</p> <p>Activity – design an infographic.</p> <p>Research the services that can be found in each sector (teacher to guide this to ensure learners use the correct services). Create an infographic which can be displayed in health and social care settings that gives an overview of each sector and the services within.</p> <p>Learners can then consider the positive impacts each service has on individuals in Wales.</p>

<p>Critical Thinking and Problem Solving</p>	<p>There are many opportunities to include Critical Thinking and Problem Solving in Health and Social Care, and Childcare. These opportunities are important to learners because it allows learners to develop a deeper understanding on the information they have learnt, providing opportunities to develop intellectually. Teachers can implement critical thinking tasks in most areas of learning by providing more challenging tasks for each topic to embed knowledge and understanding. Learners should always be challenged to solve problems opposed to being given the solution by teachers, this can be developed through strategic questioning from the teacher.</p> <p>Below are some examples of how Critical Thinking and Problem Solving can be embedded into teaching and learning:</p>		
	<p>Specification Reference</p> <p>1.2.1</p>	<p>Amplification</p> <p>Learners should understand that legislation underpins the provision of health and social care, and childcare in Wales and is implemented to support and promote the health and wellbeing of the population.</p> <p>Learners should understand the key principles of the following current legislation:</p> <ul style="list-style-type: none"> ● Mental Health (Wales) Measure 2010 ● Social Services and Well-being (Wales) Act 2014 (SSWA) ● The Children Act 1989 and 2004 ● Declaration of rights of older people in Wales 2014. 	<p>Example</p> <p>The topic allows learners to read about key pieces of legislation and use critical thinking skills to apply the new knowledge to understand how it is implemented in health and social care services.</p> <p>Activity – understanding key legislation.</p> <p>Provide learners with an overview of the term legislation and how this supports and promotes the health and wellbeing of the population.</p> <p>Introduce each of the following pieces of legislation providing learners with key information on each:</p> <ul style="list-style-type: none"> ● Mental Health (Wales) Measure 2010 ● Social Services and Well-being (Wales) Act 2014 (SSWA) ● The Children Act 1989 and 2004 ● Declaration of rights of older people in Wales 2014. <p>Learners to produce an infographic for each piece of legislation which includes the key principles and how it is implemented into health and social care services to promote the health and wellbeing of the population.</p>

Planning and Organisation	<p>There are many opportunities to include Planning and Organisation in GCSE Health and Social Care and Childcare. These opportunities are important to learners because they will need to plan and prepare for the written assessment/examination at the end of the academic year. Learners can do this by preparing notes and participating in revision activities.</p> <p>Below are some examples of how Planning and Organisation can be embedded into teaching and learning:</p>		
	<p>Specification Reference</p> <p><i>All</i></p>	<p>Amplification</p> <p><i>All</i></p>	<p>Example</p> <p>The topic allows learners to demonstrate their ability to guide their own revision/learning.</p> <p>Activity – revision notes.</p> <p>To support revision learners could complete a table which lists each service, the sector it falls in, the role of the service, the positive impacts the service has for individuals and the regulatory body that oversees the service.</p>

	<p>There are many opportunities to include Personal Effectiveness in GCSE Health and Social Care, and Childcare. These opportunities are important to Learners because they will complete various tasks which require learners to be aware of themselves and the time it is taking them to produce their work. They will work towards tasks that will allow them to reach the end goal of completing their external examination. To achieve their goals; learners will use a variety of different skills such as literacy, numeracy and digital, these skills will have been developed throughout the qualification. The development of personal effectiveness allows learners to work towards being ambitious and capable members of society.</p> <p>Below are some examples of how Personal Effectiveness can be embedded into teaching and learning:</p>		
<p>Personal Effectiveness</p>	<p><i>Specification Reference</i></p> <p>1.3.1</p>	<p><i>Amplification</i></p> <p>Learners should know that Wales uses several indicators and tools to measure and support health and wellbeing.</p>	<p><i>Example</i></p> <p>Activity – research the Public Health Outcomes Framework and produce a presentation of information based on this. Learners should spend no longer than 2 hours on this task.</p> <p>Provide learners with key areas they need to focus their research on:</p> <ul style="list-style-type: none"> ● life expectancy between the most and least deprived ● school leavers with skills and qualifications ● quality of housing ● quality of air ● smoking in pregnancy.

Glossary for Unit 1

Term	Definition
Active participation	When an individual is involved in planning and making decisions about their care and support needs.
Adverse Childhood Experiences	Traumatic experiences that occur during childhood and impact them throughout their lives.
Advocacy	Advocacy supports and enables people who have difficulty in understanding and voicing their needs, to exercise their rights, express their views and make informed choices
Attachment	The emotional relationship between a child and their parent or primary carer.
Bonding	Developing a close relationship of affection and trust with someone.
Coercive	Controlling behaviour that attempts to threaten, humiliate, and intimidate someone.
Conception	The beginning of pregnancy; when the sperm fertilizes the egg.
Development	Gaining and increasing the level of skills.
Discrimination	The unfair or prejudicial of treatment of someone due to one of their protected characteristics.
Educational Attainment	How well an individual performs in education.
Emotional	Relates to how a person feels; their emotions.
Equality	Treating people equally regardless of their status.
Genetic Inheritance	The process in which personal traits are passed from parents to their child.
Growth	The increase in an individual's size, height and weight.
Inclusion	Including all individuals regardless of status.
Income	Money a person receives from working, benefits or savings.
Isolation	The feeling of being cut off from others.
Menopause	The marking of the end of a women's reproductive years.
Multicultural Society	A community of individuals from different ethnicities and nationalities that interact and spend time together.
Person-centred care	Care that is planned for an individual's personal needs.
Poverty	Not being able to afford to meet your basic needs.
Psychological	Refers to an individual's emotional and mental state of mind.

Puberty	A process of physical changes as a child transitions to their adolescence years.
Rights-based approach	An approach that is based around an individual's rights.
Self-esteem	The opinion an individual has of themselves.
Socialisation	Mixing with others.
Sociological	The functioning and development of society.
Statutory	Services that are provided by the government that individuals can access for free.
Stereotyping	Making judgements on individuals based on limited information.
Strengths-based approach	An approach that focusses on an individual's strengths to make them feel empowered.
Third sector	Not for profit organisations, the third sector is sometimes called the 'voluntary sector'.
Transition	The process of changing from one thing to another.