



# Prince William School

## Health and Social Care Curriculum Overview



### Why Teach Health and Social Care?

Health and social care equips our students to discover the impacts of positive and negative human development and to critically analyse how these factors affect our day to day lives. Housing social care enables students to explore areas that influence how we develop throughout life stages and in turn raise expectations of how we can live successful and healthy lives now and in our future.

health and social care enables students to learn about different health conditions which can affect individuals. Students will then be encouraged to develop health plans to improve health and well being along with overcoming any barriers. Understanding of the different care values within health and social care are developed to enable students to learn how to work within any health or social environment and why each one is important. Students will also be encouraged to do further research into the different settings and roles within those settings relating them to health conditions.

Health and social care promotes opportunities for students to draw from case studies and opportunities to undertake research to complement learning and create skills that will be used throughout their lives. These skills encourage students to think outside typical teenage egocentrism and begin to challenge the way they perceive the world we live in.

Furthermore, highlighting how human relationships, physical environments and socio economic status may influence how they develop.

through investigation of health and well being and how our lifestyle choices affect how healthy we are, students access different resources and external agency advice and guidance that encourages them to talk about areas and raise awareness of signs and symptoms of: abuse, addiction, illness and mental health.

### Substantive Big Ideas

Health and social care offers students the opportunity to learn about those around us the growth and development of the different life stages of humans and the many factors that affect these. It is particularly suited to those that wish to enter into caring professions. It aims to give students the necessary life skills to make a difference in people's lives. The Substantive big ideas are based around P.I.E.S development, which are named as:-

	Physical Development	Growth patterns and changes in mobility of the small and large muscles in the body.
	Intellectual Development	Development of Thinking skills, memory and language.
	Emotional Development	Development of identity and how they cope with their feelings
	Social Development	Development of friendships and relationships
	Working in Health and Social Care	Types of health and social care services and the skills, attributes and values required to give care.

### Disciplinary Big Ideas

Our curriculum will ensure that all our students will have the opportunity to:

	<b>Develop</b>	Developing an awareness of what learning is required
	<b>Explore</b>	Exploring the topic or concept through different methods (e.g. research, questioning, analysis, deep thinking, critical evaluation) and form your own understanding
	<b>Apply</b>	Applying knowledge and skills to a task designed to test understanding
	<b>Reflect</b>	Reflecting on own learning, evaluating efforts, identifying gaps in knowledge and looking for ways to improve

### Learning for Life and Careers

#### Maths

Compound interests links to C1LAA C2 LAA  
 Representing data links to C3 LAB  
 Data handling links to C1 LAA  
 Proportional reasoning links to C1 LAA

#### English

Developing command words in line with BTEC criteria explain, describe, analyse,  
 Evaluate - links to all components  
 Essay construction - links to all components  
 Reading and annotating text - links to all components

#### Science

Developing command words in line with BTEC criteria investigate, analyse and evaluate-  
 links to all components  
 Development stages - links TO C1LAA  
 Factors that affect health - Links to C1LAA C3LAA  
 Interpret data - links to C3LAB

#### PSHE

Resilience links to time management for assessments  
 Mental health and Well being - links to C3  
 Healthy active lifestyle - links to C1 and C3 LAA  
 Diet and exercise - links to C1 and C3 LAA

#### Employability Skills

We believe the students deserve a curriculum that prepares them for career pathways in a variety of vocational areas, providing them with the knowledge and skills within health and social care that can then be transferred into a variety of environments.

#### Careers

Healthcare assistant; carer; Social worker; Nurse; Midwife; paramedic; Support worker; youth worker; Radiographer; physiotherapist; speech and language therapist,

#### Encounters with Employers

Enable students to experience the subject out of lessons to expand knowledge.  
 Develop partnerships with external providers that extend opportunities for learning  
 Giving deeper understanding between knowledge learnt and vocational context

#### Examples of Qualification Pathways

Nursing, Midwifery, Healthcare assistants, Social Workers, Occupational Therapists, Youth Workers, Support workers, Care managers



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## Health and Social Care Curriculum Map – Topics by Term






	Year 10	Year 11	Year 12	Year 13
Autumn 1	<b>Component 1</b> Human growth and development across life stages and affecting factors	<b>Component 2</b> Reviewing own professional practice	<b>UNIT 1</b> Human growth and development through the life stages Factors affecting human growth and development	<b>UNIT 14</b> Investigation and diagnosis of physiological disorders
Autumn 2	<b>Component 1</b> Human growth and development across life stages and affecting factors	<b>Component 3</b> Factors that affect health and wellbeing	<b>UNIT 1</b> The effects of ageing	<b>UNIT 14</b> Treatment and support for service users with physiological disorders
Spring 1	Investigate how individuals deal with life events.	<b>Component 3</b> Interpreting health indicators	<b>UNIT 2</b> The roles and responsibilities of people who work in the health and social care sector	<b>UNIT 5</b> Principles, values and skills for the care and support needs of individuals. Ethical issues involved when providing care and support.
Spring 2	<b>Component 2</b> Types of health and social care services	<b>Component 3</b> Person centred health and wellbeing improvement plans	<b>UNIT 2</b> The roles of organisations in the health and social care sector	<b>UNIT 5</b> Enabling individuals to overcome challenges Investigate the roles of professionals and how they work together.
Summer 1	<b>Component 2</b> Barriers to accessing healthcare services	<b>REVISION</b>	<b>UNIT 2</b> Working with people with specific needs in the health and social care sector	Time allocated to completing coursework
Summer 2	<b>Component 2</b> Care values	<b>EXAMS</b>	<b>UNIT 14</b> Causes and effects of physiological disorders	<b>COURSEWORK SUBMISSION DEADLINE IN MAY-JULY</b>



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## Health & Social Care Curriculum Map – Substantive Knowledge Progression





	Year 10	Year 11	Year 12	Year 13	
 Physical Development	<ul style="list-style-type: none"> <li><i>Infancy (birth to 2 years):</i></li> <li>Rapid physical growth of weight and height, development of gross and fine motor skills</li> <li><i>Early childhood (3–8 years):</i></li> <li>Continued growth of weight and height, mastery of gross and fine motor skills</li> <li><i>Adolescence (9–18 years):</i></li> <li>Puberty</li> <li>Early adulthood (19–45 years):</li> <li>Peak physical fitness</li> <li><i>Middle adulthood (46–65 years):</i></li> <li>Ageing Process</li> <li><i>Later adulthood (65+ years):</i></li> <li>Ageing process continues</li> </ul>	<ul style="list-style-type: none"> <li>Physical factors:</li> <li>Inherited conditions</li> <li>Physical ill health</li> <li>Mental ill health</li> <li>Physical abilities and sensory impairments</li> <li>Diet</li> <li>Exercise</li> <li>Smoking, alcohol and substance misuse</li> <li>Environmental factors</li> <li>Exposure to pollution</li> <li>Impact of life events:</li> <li>Physical events and relationship changes</li> <li>physical and sensory impairment barriers</li> <li>Physiological health indicators</li> <li>Blood pressure</li> <li>BMI</li> </ul>	<ul style="list-style-type: none"> <li>Principles of growth</li> <li>Principles of development</li> <li>Gross motor skills zero to 8 years</li> <li>Fine motor skills zero to 8 years</li> <li>Physical development in adolescence</li> <li>Physical development in early adulthood</li> <li>Physical development in middle adulthood</li> <li>Physical development in later adulthood</li> <li>Nature versus nurture</li> <li>Genetic factors</li> <li>Biological factors</li> <li>Environmental factors</li> <li>Economic factors</li> <li>Life events and the effects of life events</li> </ul>	<ul style="list-style-type: none"> <li>Physical development in later adulthood</li> <li>Nature versus nurture</li> <li>Genetic factors</li> <li>Biological factors</li> <li>Environmental factors</li> <li>Economic factors</li> <li>Life events and the effects of life events</li> </ul>	<ul style="list-style-type: none"> <li>Impact of disorders on service users physical health</li> <li>The effect of diagnosis of physiological disorders on physical health</li> <li>The physical effects of the treatment and support for service users with physiological disorders</li> <li>Development of a treatment plan to meet physical care needs</li> </ul>
 Intellectual Development	<ul style="list-style-type: none"> <li><i>Infancy (birth to 2 years):</i></li> <li>Rapid development of language and thinking skills such as memory/recall</li> <li><i>Early childhood (3–8 years):</i></li> <li>Increased curiosity, language fluency develops, strong grasp of memory/recall</li> <li><i>Adolescence (9–18 years):</i></li> <li>Complex and abstract thinking develops</li> <li><i>Early adulthood (19–45 years):</i></li> <li>Mastery of abstract and creative thinking</li> <li><i>Middle adulthood (46–65 years):</i></li> <li>Complex decision making</li> <li><i>Later adulthood (65+ years):</i></li> <li>Decline in cognitive ability</li> </ul>	<ul style="list-style-type: none"> <li>Intellectual barriers to accessing health and social care</li> </ul>	<ul style="list-style-type: none"> <li>Stages of cognitive development- Piaget</li> <li>Piaget- how children think</li> <li>Theories of attachment</li> <li>Nature versus nurture</li> <li>Genetic factors</li> <li>Biological factors</li> <li>Environmental factors</li> <li>Economic factors</li> <li>Life events and the effects of life events</li> </ul>	<ul style="list-style-type: none"> <li>Cardiovascular disease and ageing</li> <li>degeneration of the nervous tissue</li> <li>degeneration of the sense organs</li> <li>osteoarthritis and nutrition</li> <li>dementia</li> <li>effects of illness common in ageing</li> <li>psychological effects of ageing</li> <li>theories of ageing</li> <li>provision for the aged</li> <li>ageing and economic effects</li> </ul>	<ul style="list-style-type: none"> <li>Impact of disorders on service users intellectual health</li> <li>The effect of diagnosis of physiological disorders on intellectual health</li> <li>The intellectual effects of the treatment and support for service users with physiological disorders</li> <li>Development of a treatment plan to meet intellectual care needs</li> </ul>
 Emotional Development	<ul style="list-style-type: none"> <li><i>Infancy (birth to 2 years):</i></li> <li>Attachments</li> <li><i>Early childhood (3–8 years):</i></li> <li>Increased independence</li> <li><i>Adolescence (9–18 years):</i></li> <li>Self-image and self-esteem</li> <li><i>Early adulthood (19–45 years):</i></li> <li>Independent living and control over own lives</li> <li><i>Middle adulthood (46–65 years):</i></li> <li>Changes in self-image and self-esteem linked to retirement or ageing process</li> <li><i>Later adulthood (65+ years):</i></li> <li>Becoming more dependent on others</li> <li>Anxiety/worry</li> <li>Upset/sadness</li> <li>Grief/bereavement</li> <li>Happiness/contentment</li> <li>Security</li> <li>Attachment</li> </ul>	<ul style="list-style-type: none"> <li>Physical factors: Inherited conditions</li> <li>Physical factors: mental ill health</li> <li>Social factors – bullying and discrimination</li> <li>Impact of life events – physical events and relationship changes</li> <li>Impact of life events – life circumstances</li> <li>Emotional/psychological barriers</li> </ul>	<ul style="list-style-type: none"> <li>Self concept</li> <li>Nature versus nurture</li> <li>Environmental factors</li> <li>Social factors</li> <li>Life events and the effects of life events</li> <li>Cardiovascular disease and ageing</li> <li>Degeneration of the nervous tissue</li> <li>Degeneration of the sense organs</li> <li>Osteoarthritis and nutrition</li> <li>Dementia</li> <li>Effects of illness common in ageing</li> <li>Psychological effects of ageing</li> <li>Theories of ageing</li> <li>Provision for the aged</li> <li>Ageing and economic effects</li> </ul>	<ul style="list-style-type: none"> <li>Impact of disorders on service users emotional health</li> <li>The effect of diagnosis of physiological disorders on emotional health</li> <li>The emotional effects of the treatment and support for service users with physiological disorders</li> <li>Development of a treatment plan to meet emotional care needs</li> </ul>	



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## Health & Social Care Curriculum Map – Substantive Knowledge Progression






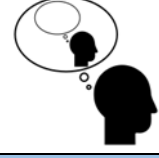
	Year 10	Year 11	Year 12	Year 13
 Social Development	<ul style="list-style-type: none"> <li>• <i>Infancy (birth to 2 years)</i></li> <li>• Strong dependence on adults/carers, socialisation through family, engage in solitary play</li> <li>• <i>Early childhood (3–8 years):</i></li> <li>• Social circle widens and close friendships are formed, socialisation continues through family and also friends/carers, social play develops</li> <li>• <i>Adolescence (9–18 years):</i></li> <li>• Wide range of formal/informal relationships develop and have influence, intimate relationships are formed</li> <li>• <i>Early adulthood (19–45 years):</i></li> <li>• Intimate and long-lasting relationships are formed</li> <li>• <i>Middle adulthood (46–65 years):</i></li> <li>• May have more time to socialise</li> <li>• <i>Later adulthood (65+ years):</i></li> <li>• May experience bereavement and reduction of social circle</li> </ul>	<ul style="list-style-type: none"> <li>• Social factors – relationships and social inclusion and exclusion</li> <li>• Social factors – bullying and discrimination.</li> <li>• Cultural factors – religion and community participation</li> <li>• Cultural factors – gender roles and expectations, gender identity and sexual orientation</li> <li>• Economic factors - employment situation and financial resources</li> <li>• Economic factors – housing and home environment</li> <li>• Environmental factors: exposure to pollution</li> <li>• Impact of life events – physical events and relationship changes</li> <li>• Social cultural and language barrier</li> <li>• Lifestyle indicators to measure health.</li> <li>• Smoking</li> <li>• Alcohol consumption</li> </ul>	<ul style="list-style-type: none"> <li>• Stages of play</li> <li>• Friendships and relationships</li> <li>• Social development and independence</li> <li>• Maturation theory</li> <li>• Social learning theory</li> <li>• Nature versus nurture</li> <li>• Environmental factors</li> <li>• Social factors</li> <li>• Culture and religion</li> <li>• Economic factors</li> <li>• Life events and the effects of life events</li> <li>• Cardiovascular disease and ageing               <ul style="list-style-type: none"> <li>• Degeneration of the nervous tissue and sense organs</li> <li>• Osteoarthritis and nutrition</li> <li>• Dementia</li> <li>• Effects of illness common in ageing</li> <li>• Psychological effects of ageing and theories of ageing</li> <li>• Provision for the aged and economic effects</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Impact of disorders on service users social health</li> <li>• The effect of diagnosis of physiological disorders on social health</li> <li>• The social effects of the treatment and support for service users with physiological disorders</li> <li>• Development of a treatment plan to meet social care needs</li> </ul>
 Working in Health and Social Care	<ul style="list-style-type: none"> <li>• Informal care</li> <li>• Formal care</li> <li>• Multi-agency working,</li> <li>• Multidisciplinary working,</li> <li>• Emotional support:</li> <li>• Information, advice, endorsed apps.</li> <li>• Practical help – financial assistance, support with childcare, domestic chores, transport.</li> <li>Health conditions:               <ul style="list-style-type: none"> <li>• Arthritis</li> <li>• coronary heart disease, cerebral vascular accident</li> <li>• Diabetes (type 2)</li> <li>• Dementia</li> <li>• Obesity</li> <li>• asthma,</li> <li>• chronic obstructive pulmonary disease (COPD)</li> <li>• Additional needs – sensory impairments, physical impairments, learning disability.</li> </ul> </li> <li>• primary care</li> <li>• secondary care</li> <li>• tertiary care</li> <li>• Social care services:</li> <li>• services for children and young people</li> <li>• services for adults or children with specific needs</li> <li>• services for older adults</li> <li>• physical barriers,</li> <li>• barriers to people with sensory disability</li> <li>• barriers to people with different social and cultural backgrounds</li> <li>• barriers to people that speak English as an additional language or those who have language or speech impairments:</li> <li>• geographical barriers</li> <li>• barriers for people with learning disabilities:</li> <li>• financial barriers</li> <li>• Values in health and social care</li> <li>• The 6 Cs</li> </ul>	<ul style="list-style-type: none"> <li>• Measuring health indicators</li> <li>• Using published guidelines to interpret health indicators.</li> <li>• Potential significance of abnormal readings</li> <li>• Interpretation of data on nutrition</li> <li>• Interpretation of data on physical activity</li> <li>• Interpretation of data on smoking</li> <li>• Interpretation of data on alcohol and substance misuse</li> <li>• Person-centred approaches to improving health and wellbeing.</li> <li>• The importance and benefits of a person-centred approach</li> <li>• Recommendations and actions to improve health and wellbeing.</li> <li>• Support available when following recommendations to improve health and wellbeing.</li> <li>• Obstacles caused by availability of resources.</li> <li>• Obstacles caused by unachievable targets</li> <li>• Obstacles caused by lack of support</li> </ul>	<ul style="list-style-type: none"> <li>• Key roles in health and social care</li> <li>• Healthcare and social care settings</li> <li>• Responsibilities in health and social care</li> <li>• Supporting routines</li> <li>• Anti discriminatory practice</li> <li>• Adapting provision of services</li> <li>• Empowerment</li> <li>• Ensuring safety in care</li> <li>• Reports and complaints procedures</li> <li>• The Data Protection Act 2018</li> <li>• Ensuring confidentiality</li> <li>• Accountability to professional bodies</li> <li>• Safeguarding regulations</li> <li>• Working in partnerships</li> <li>• Holistic approaches</li> <li>• Monitoring care internally &amp; externally</li> <li>• Public Sector, Private and voluntary services</li> <li>• Hospitals, day care units, hospice care, residential care, workplace and domiciliary care</li> <li>• Access to services</li> <li>• Barriers to services</li> <li>• Representing service user interests</li> <li>• Advocacy</li> <li>• Regulation and inspection process in England, Wales and Northern Ireland</li> <li>• Early years care</li> <li>• Later adulthood care</li> <li>• Policies, procedures and regulations</li> <li>• Working practices in healthcare</li> <li>• Working practices in social care</li> <li>• Regulation or professions</li> <li>• Meeting standards</li> <li>• Training for health and social care workers</li> <li>• Safeguarding employees</li> <li>• Ill health and specific needs</li> <li>• Caring for people with mental ill health, learning disabilities, physical and sensory disabilities</li> </ul>	<ul style="list-style-type: none"> <li>• The causes and effects of physiological disorders</li> <li>• Diagnosis of physiological disorders</li> <li>• Treatment and support for service users with physiological disorders</li> <li>• Development of a treatment plan for service users with physiological disorders to meet their care needs</li> <li>• Principles, values and skills which underpin meeting the care and support needs of service users</li> <li>• Ethical issues involved when providing care and support to meeting individual needs</li> <li>• Principles behind enabling individuals with care and support needs to overcome challenges</li> <li>• Roles of professionals and how they work together to provide care and support necessary to meet individual needs</li> </ul>



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## Health and Social Care Curriculum Map – Disciplinary Knowledge Progression



	Year 10	Year 11	Year 12	Year 13
 <b>Develop</b>	<p><b>Developing an awareness of what learning is required</b></p> <ul style="list-style-type: none"> <li>Schemes of learning and learning journeys given to students</li> <li>Dedicated lessons to focus on understanding assignment briefs and coursework writing skills</li> </ul>	<ul style="list-style-type: none"> <li>Schemes of learning and learning journeys given to students</li> <li>Exam structure and what to expect. Looking at Examiners reports and mark schemes</li> </ul>	<ul style="list-style-type: none"> <li>Schemes of learning and learning journeys given to students</li> <li>Dedicated lessons to focus on exam writing skills</li> <li>Dedicated lessons to focus on report writing skills</li> <li>Exam structure and what to expect. Looking at Examiners reports and mark schemes</li> </ul>	<ul style="list-style-type: none"> <li>Schemes of learning and learning journeys given to students</li> <li>Dedicated lessons to focus on understanding assignment briefs and coursework writing skills</li> </ul>
 <b>Explore</b>	<p><b>Exploring the topic or concept through different methods (e.g. research, questioning, analysis, deep thinking, critical evaluation) and form your own understanding.</b></p> <ul style="list-style-type: none"> <li>Coursework writing skills and command words</li> <li>Learning how to write for the pass, merit and distinction Criteria.</li> <li>Effective PEEL paragraphs</li> <li>Effective Evaluation</li> <li>Referencing skills</li> </ul>	<ul style="list-style-type: none"> <li>Exam writing skills.</li> <li>Effective PEEL paragraphs for level 2</li> <li>Effective Evaluation for level 2</li> </ul>	<ul style="list-style-type: none"> <li>Exam writing skills</li> <li>Effective PEEL paragraphs for level 3</li> <li>Extended writing skills</li> <li>Effective Evaluation and understanding of the command words in order to effectively answer questions</li> </ul>	<ul style="list-style-type: none"> <li>Coursework writing skills</li> <li>Effective Peel paragraphs</li> </ul>
 <b>Apply</b>	<p><b>Applying knowledge and skills to a task designed to test understanding</b></p> <ul style="list-style-type: none"> <li>Applying subject knowledge to case studies.</li> <li>Practical demonstration of care values through role plays</li> </ul>	<ul style="list-style-type: none"> <li>Applying subject knowledge to mini case studies.</li> </ul>	<ul style="list-style-type: none"> <li>Researching skills</li> <li>Harvard Referencing skills</li> <li>Anti-plagiarism skills and knowledge</li> </ul>	<ul style="list-style-type: none"> <li>Learning how to apply subject knowledge to extended case studies.</li> </ul>
 <b>Reflect</b>	<p><b>Reflecting on own learning, evaluating efforts, identifying gaps in knowledge and looking for ways to improve</b></p> <ul style="list-style-type: none"> <li>Resubmission opportunities for NEA reflecting on where improvements can be made</li> </ul>	<ul style="list-style-type: none"> <li>Reflective practice through the acquisition of knowledge and skills.</li> <li>Responding to feedback from exam practice questions</li> </ul>	<ul style="list-style-type: none"> <li>Subject knowledge tests to focus on gaps in learning. Reflecting on the key areas for development.</li> </ul>	<ul style="list-style-type: none"> <li>Reflective practice through the acquisition of knowledge and skills</li> </ul>



# Prince William School

## Health and Social Care Disciplinary Vocabulary



### Progression of Vocabulary

Year 10

Year 11

Year 12

Year 13

← Reinforce Previous

← Reinforce Previous

← Reinforce Previous

State  
Complete  
Describe  
Explain  
Give  
Identify  
Match

State  
Complete  
Describe  
Explain  
Give  
Identify  
Match

Describe  
Discuss  
Evaluate  
Explain  
Justify  
Outline  
To what extent  
Which

Describe  
Discuss  
Evaluate  
Explain  
Justify  
Outline  
To what extent  
Which



# Prince William School Health and Social Care Key Vocabulary



	Year 10		Year 11		Year 12		Year 13	
Autumn 1	Characteristics	Development	Confidentiality	Person-centred approach	Growth	Milestone	metabolism	Coma
	Life stages	Infancy	Burnout	Dignity	Development	Gross Motor skills	Pancreas	Peak flow expiration
	Growth	Lifestyle	Self-respect	Empathy	Centile lines	Fine Motor Skills	Blood glucose	Spina bifida
	Classification	Menopause			Development norms	Adolescence	Dehydration	diagnosis
Autumn 2	Contentment	Gender role	Acute	Monitor	Puberty	Life expectancy	Sign	Value based system
	Self-esteem	Role model	Chronic	Nicotine	Hormones	Abstract logical thinking	Symptom	Care package
	Low self-esteem	Material Possessions	Short term	Addiction	Menopause	Egocentric thinking	Clinical diagnosis	Stairlift
	Genetic Inheritance	Life events	Long term	Wealth	Cognitive impairment	Concrete logical thinking	Referral	Meals on wheels
Spring 1	Expected life event	Relationship changes	Social class	Self-esteem	Equilibrium	Stranger anxiety	Personal attributes	Conflict of interest
	Unexpected life event	Life circumstances	Material possessions	Physiological	Disequilibrium	Nature/nurture	Imbuing	Clinical commission groups
	Bereavement	Adapt	Income	Cardiovascular System	Accommodation	Maturation	Ethical principles	Advisory board
	Physical events	Respite care	Pollution	Peak Flow	Self concept	Positive reinforcement	Morals	DBS Check
Spring 2	Professional	Neurological	Potential Significance	Norm	Negative reinforcement	Pollutant	National eligibility criteria	Optometrist
	Secondary Care	Identity	Collaboratively	Targets	Diathesis	Respiratory disorders	Supported living services	Chronic condition
	Tertiary care	Sensory Impairment	Empathy	Review	Genetic Predisposition	Hypothermia	Commissioning	Protocols
	Physiotherapy	Respite care	Goal	Formal Support	Susceptibility	General Practitioner	Rehabilitative care	
Summer 1								
			Informal Support		Consultant	Procedures		
			Psychological		Nurse Practitioner	Safeguarding		
			Stigma		Health screening	Complementary therapies		
Summer 2								
					Anti-discriminatory practice			
					Code of practice			
					Empowerment			
					Advocate			
					Risk assessment			
				Whistleblowing				
				Holistic approach				
				Disabling environment				