# Scheme of work – R035 Health promotion campaigns

## About this scheme of work

**Our redeveloped Cambridge National in Health and Social Care J835 is for first teaching from September 2022.**

This qualification provides lots of flexibility, allowing you to find the best route to suit your centre’s needs.Our Curriculum planner shows you at a high level how you could teach the course over two or three years. Our schemes of work provide examples for how you could deliver each unit, integrating the knowledge and understanding learned in the externally assessed unit.

All schemes of work should provide an opportunity for integrating the knowledge and understanding learned from the externally assessed unit content alongside the NEA assessment content. This scheme of work provides one example for delivery of this unit. You may find that a different approach would work better in your centre. We have provided a blank template should you wish to create your own or adapt one of the approaches provided.

You’ve given us lots of feedback on what you need from a scheme of work, so we’ve made sure this resource features:

* a **unit-specific** and **lesson by lesson** approach
* **simple** and **editable** Word format – or you can use our [blank template](https://www.ocr.org.uk/Images/639549-scheme-of-work-template.docx) to create your own version
* links to our [curriculum planner’s](https://www.ocr.org.uk/Images/619715-curriculum-planner.docx) first model which is one teacher teaching the qualification over two years, broken down into half terms
* each lesson’s **key words**
* **ideas** for teaching and learning with useful **links**
* some ‘warm up’ teaching ideas if you’re teaching over three years.

**Our redeveloped Cambridge Nationals can be tailored to suit your needs – so this scheme of work and the lesson ideas are only suggestions.**



## Units and guided learning hours

Here is a reminder of the units in the redeveloped Cambridge National in **Health and Social Care (J835)**

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| **Unit** | **Unit title** | **Guided learning hours (GLH)** | **How are they assessed?** | **Mandatory or optional?** |
| **R032** | Principles of care in health and social care | 48 GLH | Examination: 1 hour 15 minutes  70 marks | Mandatory |
| **R033** | Supporting individuals through life events | 36 GLH | OCR-set assignment  Internally marked and externally moderated by OCR.  Approx. 10-12 hours  60 marks | Mandatory |
| **R034** | Creative and therapeutic activities | 36 GLH | OCR-set assignment  Centre-assessed and external moderated by OCR.  Approx. 10-12 hours  60 marks | Optional |
| **R035** | Health promotion campaigns | 36 GLH | OCR-set assignment  Centre-assessed and external moderated by OCR.  Approx. 10-12 hours  60 marks | Optional |

## Assumptions

* You will adapt the SOW and lesson content to match your own timetabling arrangements and will choose how to spread the 36 GLH over the two years as best fits your needs. We have worked on the basis that the average lesson time is around 45 minutes; please adapt to your centre’s needs.
* Students can access some resources outside of lessons for any online homework or extension tasks.
* You will refer to the [specification](https://www.ocr.org.uk/Images/610950-specification-cambridge-nationals-health-and-social-care-j835.pdf) as the key document for detailed insight into the qualification’s content and assessment requirements.

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| Half-term 1 | |
| **Summary of what you will cover from the curriculum planner:** | **1.1 The importance of a healthy society**  **1.2 Public health challenges for society** |

| Lesson no. | Topic areas/sub topic areas | Lesson ideas and activities | Lesson key words | Lesson outcome(s)  At the end of the lesson, students will be able to: | Useful links/resources | How does this link to other units? |
| --- | --- | --- | --- | --- | --- | --- |
| 1 | TA1  Current public health issue and the impact on society  1.1 The importance of a healthy society | You could introduce this unit by asking students what we mean by a healthy society. Students write ideas on post it notes. Students put their post it notes on the board and discuss ideas and thoughts. Are there any patterns emerging? Are there any misconceptions?  You introduce health can be improved through health promotion campaigns.  Students in small groups discuss how an unhealthy society can impact on society and individuals. Each group records on A3 sheet of paper their ideas. You can then link findings to specification requirements. Create display in the classroom. | Healthy society  Impact  Diseases  Vaccinations  Campaigns  Organisations | Students will understand ‘What is a healthy lifestyle’ | [Refer to specification for J835.](https://www.ocr.org.uk/Images/610950-specification-cambridge-nationals-health-and-social-care-j835.pdf)  Cambridge Nationals HSC Text book. | R033 |
| 2 | 1.1 The importance of a healthy society | From the findings of the previous lesson you can split the students into pairs and get them to list of what lifestyle choices they might be encouraged to change, what might be difficult to change   * Eating Habits * Smoking * Alcohol * Medical * Safety and reducing accidents * Mental health   Students share their ideas with the group. | Society  Individual  Challenge  Target audience | Students will understand public health issues and what the WHO organisation contributes to Healthy living. | [NHS Kick start your health](https://www.nhs.uk/better-health/)  [Government campaign resources](https://campaignresources.phe.gov.uk/resources/campaigns)  [Its 30 for a reason - Road safety advert](http://www.youtube.com/watch?v=HeUX6LABCEA) |  |
| 3 | 1.2 Public health challenges for society | Introduce What is public health by showing a short video [Public health video](https://www.youtube.com/watch?v=oy1CAMObRzc).  Students take notes and ask questions to clarify understanding.  Alongside this you can explain the role of the World Health Organisation (WHO) and their role in public health. their definition of what health is.  [WHO video](https://www.youtube.com/watch?v=SJn3CTNrc88).  Students take notes and ask questions to clarify understanding.  Students write their own definitions of health. | WHO  Public health | How public health is affected by life style choices  Holistic | [WHO Healthy diet](https://www.who.int/news-room/fact-sheets/detail/healthy-diet)  [British Heart Foundation Healthy eating](https://www.bhf.org.uk/informationsupport/support/healthy-living/healthy-eating) |  |
| 4 | 1.1 The importance of a healthy society and 1.2 Public health challenges for society | Teacher led lesson on reasons why a healthy society is important: focus on communicable diseases. Covid could be a good example.   * How is it transmitted/communicated? * What did society do to try and prevent the spread? * What interventions did the government put in place? (e.g., lockdown, furlough scheme and immunisation programme) * Financial cost to not controlling the spread. * How preventing spread and immunisation increased life expectancy.   Students make notes. |  |  |  |  |
| 5 and 6 | 1.2 Public health challenges for society | Current challenges to public health.  Research based lesson. In groups students research a public health challenge using some from the specification e.g., heart disease and stroke, smoking cessation and obesity.  Students to find out:   * What the challenge is? * Who is impacted by the challenge? * How they challenge will impact on society?   Group present their findings in the following lesson. | Alcohol  Obesity  Smoking  Exercise  COVID | How negative lifestyles can impact on individuals and society | [British Heart Foundation Healthy eating](https://www.bhf.org.uk/informationsupport/support/healthy-living/healthy-eating)  [Change 4 Life](https://www.nhs.uk/change4life)  [Stop smoking](https://www.stopsmokingni.info/) |  |

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| Half-term 2 | |
| **Summary of what you will cover from the curriculum planner:** | **1.3 Current health promotion campaigns and their benefits**  **2.1 Factors influencing health and wellbeing**  **Working on Task 1** |

| Lesson no. | Topic areas/sub topic areas | Lesson ideas and activities | Lesson key words | Lesson outcome(s)  At the end of the lesson, students will be able to: | Useful links/resources | How does this link to other units? |
| --- | --- | --- | --- | --- | --- | --- |
| 1 and 2 | 1.1 The importance of a healthy society  1.3  Current health promotion campaigns and their benefits | Ask students what public health challenges we face in the UK: make a list of suggestions made by students. Compare this to the list from the specification.  Divide up the health challenges from the specification and complete a think, pair share exercise addressing the following:   * Who might be impacted by the health challenge? * How does the health promotion challenge impact on individuals in society? * Does the challenge impact on the cost of care, sickness and dependency and quality of life?   Students write down their ideas then pair and share their answers to the questions. Students build on their notes. | Promotion  Campaigns  Disease  Prevention | Students will understand the aims of a health campaign. | [NHS campaigns](http://www.sochealth.co.uk/links/)  [Government resource centre](https://www.gov.uk/government/news/campaign-resource-centre-provides-easy-access-to-latest-public-health-campaigns) |  |
| 3 |  | Research lesson: Students research the role of the following and how they are involved in public health challenges:   * Government * NHS * WHO * Charities e.g., British Heart Foundation |  |  |  |  |
| 4 | 1 2  Public health challenges for society | Ask students why people might make unhealthy lifestyle choices.  Show video of Joel who is 13 and smokes.  Homework: reflecting on the video students write down the factors they think influenced Joel to smoke. |  | Explain why some individuals might choose unhealthy lifestyle activities. | [Why I chose to smoke: 13 year old boy describes why he smokes. From the Real Families documentary series.](https://www.youtube.com/watch?v=qiyhjso6sto) |  |
| 5 | 2.1 Factors influencing health and wellbeing  2.2 Leading a healthy lifestyle | What influences a healthy lifestyle? Students think pair share   * What do we mean by physical health? * What do we mean by mental health? * What effect might education and socio-economic income have on lifestyle choices? * What effect does having access to services make to a healthy lifestyle? | Target group  Responsibility  Life expectancy  Lifestyle  choices  Vaccines  immunisation | Understand factors and barriers that contribute to a healthy lifestyle |  | R033: T1  1.1  R034: T3  3.1, |

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| Half-term 3 | |
| **Summary of what you will cover from the curriculum planner:** | **2.3 Barriers to leading a healthy lifestyle**  **3.1 How to plan a health promotion campaign**  **Working on Task 1** |

| Lesson no. | Topic areas/sub topic areas | Lesson ideas and activities | Lesson key words | Lesson outcome(s)  At the end of the lesson, students will be able to: | Useful links/resources | How does this link to other units? |
| --- | --- | --- | --- | --- | --- | --- |
| 1 | TA2  2.2 Benefits of leading a healthy lifestyle | Creative lesson. Thought shower creating mind map of what individuals can do be healthy: e.g., Making healthy choices, not smoking, safe sex, balanced diet, good sleep etc. using the specification to support.  Provide students with a range of images as they create posters for display showing what individuals can do to be healthy. | Command verbs from assessment marking grid. | Students will be able to undertake research | [Government resource centre](https://www.gov.uk/government/news/campaign-resource-centre-provides-easy-access-to-latest-public-health-campaigns)  [British Nutrition Foundation Healthy living resources](https://www.nutrition.org.uk/our-work/what-we-do/school-education/)  [NIH Nutrition Tools and resources](https://www.nhlbi.nih.gov/health/educational/wecan/tools-resources/nutrition.htm) |  |
| 2 | 2.2 benefits of leading a healthy lifestyle | Introduce students to the concept of PIES (physical, intellectual, emotional and social aspects of health). Students divide A4 sheet into 4 label one box physical, another intellectual until the 4 sections are labelled PIES.  Teacher presentation of positive lifestyle choices such as exercise, healthy eating (could be linked to the posters from previous lesson). Students complete their A4 sheets through teacher-led discussion about the PIES benefits of healthy lifestyle choices. | Target groups  Physical  Intellectual  Social  Emotional | The different methods of presentation to meet campaign audience  Students will be able to select different types of sources to support their campaign | Use your search engine to find the latest videos on ‘health promotion tv ads’ |  |
| 3 | 2.2 benefits of leading a healthy lifestyle | Research based lesson:  What health promotion campaigns are available in your local area to help people make healthy lifestyle choices?  In pairs do an internet research of local and national campaigns and make a presentation.  Giving 2 examples of campaigns explaining what the campaign is about, who it is targeting and how it could benefit individuals’ health linked to PIES.   * What types of media was used for the campaign? * Could they have taken a different approach?   Present your findings to the rest of the group. |  |  | [National campaign](https://www.england.nhs.uk/2014/05/dementia-friends/) – Dementia friends (Department of Health)  [Local campaign example - Brentwood/Basildon](http://www.swessexcommunity.nhs.uk/your-services/our-services/sexual_health.aspx) |  |
| 4 | 2.3 Barriers to leading a healthy lifestyle | Teacher-led lesson about what prevents individuals from being healthy to include:   * Advertising/media * Peer pressure * Lack of support * Cost.   You will record their overall findings on the board and compare the pros and cons of each.  You and the Students will discuss why some promotion materials are more successful and different ways the materials could be adapted to different target groups. |  |  |  |  |
| 5 | TA1 and 2: OCR-set assignment material | Introduce the OCR-set assignment task 1a and 1b and the marking criteria. Using notes and displays students choose a public health challenge that they would like to create. They begin to outline their reasons for choosing the public health challenge and why this challenge is important to a healthy society.  Homework: students undertake research into their chosen health promotion campaign to enable them to build up their explanation of the reason for choice and why their challenge is important to society. Begin building up a bibliography. | Command verbs for mark bands that relate to marking criteria | explain their understanding of the OCR-set assignment and the reason for their choice of health promotion campaign | [Student guide to NEA assignment](https://ocr.org.uk/Images/620512-student-guide-to-nea-assignments.pdf)  OCR-set assignment material |  |

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| Half-term 4 | |
| **Summary of what you will cover from the curriculum planner:** | **4.1 How to deliver a health promotion campaign**  **4.2 How to evaluate own performance**  **Working on Task 2, 3 and 4** |

| Lesson no. | Topic areas/sub topic areas | Lesson ideas and activities | Lesson key words | Lesson outcome(s)  At the end of the lesson, students will be able to: | Useful links/resources | How does this link to other units? |
| --- | --- | --- | --- | --- | --- | --- |
| 1 and 2 | TA3 3.1 How to plan a health promotion campaign | Teacher-led lesson on Aims of the campaign.  Students learn that the aim of the campaign is about:   * What they want to change * Impact their campaign might have on PIES * Timescales * Identifying resources needed * Safety considerations * Communication * Making the campaign appropriate for the target audience   Students identify how they will minimise risks to the audience. They should be aware of sensitivity to the audience and protecting individuals’ rights.  How they will engage the audience and how they will get feedback. |  |  |  | R034: T3: 3.2 |
| 3 | TA 1, 2 and 3 | Students work on tasks 1, 2 and 3 of the OCR-set assignment material. |  |  | **Class notes**  **Textbook**  Research findings | R032: T3 3.1, 3.2 3.3 |
| 4 and 5 | TA1,2,3 and 4  TASKS:  1.2,3 and 4 | Students can deliver their health promotion campaigns. This could be in class, with a PSHEE group, a lunchtime activity or if it is possible some students could carry out in a suitable setting under supervision of school staff.  Ensure that the students understand the tasks in the OCR-set assignment materials and revisit any specification areas that you consider the students need clarifying.  Students should complete the OCR-set assignment tasks and if there are any areas that they consider are missing they must individually find ways to address this. E.g., carry out further research, revisit student activities.  Evaluations should be completed once presentations are given. | Command words from the assessment evidence mark grid | Understand the OCR-set assignment against the OCR-set assessment evidence marking grid |  | R032: T3 3.1, 3.2 3.3 |

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| Half-term 5 | |
| **Summary of what you will cover from the curriculum planner:** | **Deliver campaign, evaluate and complete assignment** |

| Lesson no. | Topic areas/sub topic areas | Lesson ideas and activities | Lesson key words | Lesson outcome(s)  At the end of the lesson, students will be able to: | Useful links/resources | How does this link to other units? |
| --- | --- | --- | --- | --- | --- | --- |
| 1-6 |  | Students complete campaigns outstanding. Complete evaluations. Review feedback and update and improve work. Work is collected in. |  |  |  | R032:  T3 :3.1, 3.2 3.3  R034:  T4: 4.2. 4.3 |

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