

YEAR 10 | HEALTH AND SOCIAL CARE

ENRICHMENT OPPORTUNITIES

Trips to universities which offer HandSC (exact details tbc), outside speakers & careers

The curriculum and assessment of students at this stage of education has been carefully designed to promote deep learning of Health and Social Care and develop students into Health and Social Care Practitioners: As an

option subject the year 10 curriculum introduces the subject of health and social care enabling students to draw from their own knowledge and experiences of human lifespan development, life events, care services and values, whilst also developing specialist language and terminology, challenging existing perceptions and applying theory to practice. Students will also be able to draw on the knowledge and skills acquired from other GCSE subjects where relevant. Learners can use the knowledge and skills from GCSEs generally, giving them the opportunity to apply their academic knowledge to everyday and work contexts. Key topics of care services, care values, life stages and life events are explored with emphasis on developing a deeper understanding through the use of case studies supporting application of theory to practice in the health and social care field. Assessment, analysis and evaluation skills are developed alongside literacy skills for researching and completing controlled assessments.

HALF TERM 1 DEVELOPMENT THROUGH THE LIFE STAGES

All students will know:

PIES development through infancy, childhood, adolescence, adulthood and later adulthood.

All students will be assessed:

Fact file homework questions and class tasks requiring individuals to identify and explain development. Low stakes quiz activities & introduction to extended writing.

Reading skills needed for this unit:

Skim & scan

Reading for meaning

Interpreting text

Key vocabulary:

Fine/Gross motor skills, PIES, Puberty, Menopause

HALF TERM 2 FACTORS AFFECTING DEVELOPMENT AND LIFE EVENTS

All students will know:

Factors that affect development including genetics, lifestyle, environment, finances and relationships and how these change through life.

Introduction to the impact of expected and unexpected life events, such as marriage, parenthood, illness, disability and bereavement. Including how individuals may react differently.

All students will be assessed:

Class test to consolidate learning from term 1. Written report on the impact of one factor affecting development comparing them and the effects across 2 life stages.

Practice of writing under controlled conditions as per the awarding body requirements.

Reading skills needed for this unit:

Interpreting information from various sources. Skim & Scan

Key vocabulary:

Bereavement, expected and unexpected life events. Inherited conditions, Lifestyle factors

HALF TERM 3 COPING WITH CHANGE

All students will know:

The services available to support individuals experiencing change, including those aimed at specific groups.

The impact and importance of support in coping with change.

All students will be assessed:

Fact file homework questions and class tasks requiring individuals to identify and explain development. Low stakes quiz activities & introduction to planning for extended writing.

Reading skills needed for this unit:

Researching data and statistics. Drawing inferences

Key vocabulary:

Sources of support, practical help, multiagency working

HALF TERM 4 HUMAN LIFESPAN DEVELOPMENT

All students will know:

The complete content of Component 1, consolidating all learning in preparation of the awarding body assessment window. Assessment requirements and topics for extended writing.

All students will be assessed:

Through 5 set assessment tasks as set by the awarding body for the Feb – April assessment window. Each task will address a specific Learning Aim.

Reading skills needed for this unit:

Interpreting information from sources,
Research,
Following written instructions

Key Vocabulary:

Controlled assessment
Comprehensive
Superficial

HALF TERM 5 SERVICES AND BARRIERS

All students will know:

Common conditions affecting individuals of all ages.
The role of primary, secondary and tertiary health care service and allied health professionals, in supporting individuals.
Social care services for children and those with specific needs and the role in meeting the needs of individuals.

All students will be assessed:

Case study activities explaining how services meet the needs of individuals, analysing the extent to which services meet their needs.

Reading skills needed for this unit:

Key terminology, researching data and statistics.
NHS Choices, health careers,

Key vocabulary:

Domiciliary care, Respite care, Supported living,
Geographical psychological communication

HALF TERM 6 BARRIERS & CARE VALUES

All students will know:

Categories of barriers to accessing services, Impact of barriers on the use of service and individual well-being, Strategies to overcome barriers, care values, importance of care values.
Promotion of anti-discriminatory practice, effective communication, safeguarding, empowerment, confidentiality, preserving dignity, respect.

All students will be assessed:

Writing a case study analysis in controlled, timed circumstances based on social care services to support individuals.
Class test on all topics covered during the year.

Reading skills needed for this unit:

Definitions of key terminology.
Skim & Scan
Inference

Key vocabulary:

Reflective practice, Care values, Duty of care. Barriers.
Reasonable Adjustment

ENRICHMENT OPPORTUNITIES

Visiting speakers (location TBC)

HOW STUDENTS CAN BE SUPPORTED AT HOME

Encourage students to watch the news and particularly consider factors affecting health and wellbeing - poverty, environmental issues, medical advance, health campaigns, issues surrounding social care including ageing, particular services for those with specific needs.
Documentaries such as Panorama can provide a real-life account of issues addressed in class.
Read about life changing experiences, either biographical accounts or fiction. NHS Choices, Health careers, SCIE website, UK based charity websites for specific conditions or life events.

HOW THIS LEARNING WILL BE EMBEDDED ELSEWHERE IN THE CURRICULUM

Links to maths and English are required to research and interpret written and numerical data and use this to support their own ideas in assessed coursework.

Ethical discussions and considerations will support PRE and knowledge of how health issues impact the body supports biology.

YEAR 11 | HEALTH AND SOCIAL CARE

ENRICHMENT OPPORTUNITIES

Trips to local universities (TBC). visits from employers and health and social care professionals

The curriculum and assessment of students at this stage of education has been carefully designed to promote deep learning of Health and Social Care and develop students into Health and Social Care Practitioners:

Year 11 will focus on completion of assessments which demonstrate the knowledge and skills acquired in year 10. Assessment of Component 2 - 3 will be completed with emphasis on application of theory to practice. Health and wellbeing will draw on existing knowledge and learning the skills from all 3 components to apply this to unseen scenarios in exam conditions. Students will develop a range of transferable skills and knowledge of society and factors affecting individuals which can be applied to any future career. Understanding of societies needs and the issues which individuals may face supports the development of caring and compassionate individuals who contribute positively in society and are attractive to educators, employers and companies who value reliable, well-rounded individuals and good customer service.

HALF TERM 1 CARE VALUES IN HEALTH & SOCIAL CARE

All students will know:

How health and social care services meet the needs of individuals and how barriers to accessing services can be overcome.
The skills and attributes of health and social care practitioners and how these can help to overcome obstacles to achieving health.

All students will be assessed:

Awarding body set tasks on health and social care services and how they meet the needs of specific individuals.

Reading skills needed for this unit:

Interpreting information from sources NHS Choices, selecting key information from text.

Key vocabulary:

Empathy, anti-discriminatory practice, 6C's

HALF TERM 2: CARE VALUES & SERVICES/FACTORS AFFECTING HEALTH

All students will know:

The skills and attributes of health and social care practitioners and how these can help to overcome obstacles to achieving health.
Definition of health.
Impact of physical factors, emotional and social factors, environmental factors and socioeconomic factors.
The positive and negative impacts of factors.
Expected and unexpected life events and the impact on development.

All students will be assessed:

Awarding body set tasks on health and social care services and how they meet the needs of specific individuals.

Reading skills needed for this unit:

- » Definitions of key terminology.
- » Reading for meaning.
- » Inference.

Key vocabulary:

Genetic inheritance, finances, poverty, housing, acute and chronic illness, redundancy, bereavement.

HOW THIS LEARNING WILL BE EMBEDDED ELSEWHERE IN THE CURRICULUM

Links to maths and English are required to research and interpret written and numerical data and use this to support their own ideas in assessed coursework. Ethical discussions and considerations will support PRE and knowledge of how health issues impact the body supports biology.

HALF TERM 3 FACTORS AFFECTING HEALTH AND INTERPRETING HEALTH INDICATORS

All students will know:

Impact of physical factors, emotional and social factors, environmental factors and socioeconomic factors.

The positive and negative impacts of factors.

Expected and unexpected life events and the impact on development.

Physiological measurements to monitor health and the results, including BP, Peak flow & pulse.

Short- and long-term impacts of Lifestyle factors, including smoking, diet, lack of exercise, alcohol and drug use.

All students will be assessed:

Fact file questions, low stakes quiz activities, past paper questions, case study analysis, Q&A, class test, Mock exam on content covered to date.

Reading skills needed for this unit:

- Interpreting data, reading graphs and charts
- Inference
- Knowledge of cause and effect

Key vocabulary:

Blood pressure, Respiratory rate, Heart rate, BMI, Short term risks,

Long term risks, stroke, diabetes, addiction, susceptibility, heart disease

HALF TERM 4

PERSON-CENTRED HEALTH & WELLBEING IMPROVEMENT PLANS

All students will know:

How to write a personalised health improvement plan for a specific individual. Obstacles to implementing action plans and behaviour change, including economic, emotional, and practical barriers.

The importance of a person-centered approach that takes into account an individual's needs, wishes and circumstances.

All students will be assessed:

Fact file questions, low stakes quiz activities, past paper questions, case study analysis, Q&A.

Reading skills needed for this unit:

Key terminology, summarising text, scanning for key information, Knowledge of cause and effect

Key vocabulary:

Person-centered approach, SMART targets, Needs, wishes and circumstances.

HALF TERM 5

BARRIERS AND OBSTACLES TO FOLLOWING RECOMMENDED ACTIONS

All students will know:

Barriers and obstacles that individuals can face when following health recommendations and the unique ways to overcome these.

All students will be assessed:

Past paper questions, case study analysis, Q&A, External exam

Reading skills needed for this unit:

Definitions of key terminology

Skim and scan,

Drawing inferences, research using various sources.

Key vocabulary:

Reasonable adjustments, Barriers, Psychological barriers, Obstacles, Time constraints,

HOW STUDENTS CAN BE SUPPORTED AT HOME

Encourage students to watch the news and particularly consider factors affecting health and wellbeing - poverty, environmental issues, medical advancements, health campaigns, issues surrounding social care including ageing,

