

HEALTH AND SOCIAL CARE

YEAR 10

CURRICULUM INTENT

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, life events, key policies and legislation and the holistic needs of individuals 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 portfolio tasks and end of unit assessments.

	PRIOR LEARNING	Students will be able to draw on prior knowledge from Key Stage 3 PSHE, including relationships and health. Science topics such as reproduction will also provide essential prior learning experiences.
	PERSONAL DEVELOPMENT & CURRICULUM LINKS	Links to math 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.
	EXTRA-CURRICULAR & CULTURAL CAPITAL	ENRICHMENT OPPORTUNITIES Visiting speakers (location TBC), Trips to universities which offer Health and Social Care courses, outside speakers & careers opportunities in the health and social care field.

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
TOPIC/KNOWLEDGE	DEVELOPMENT THROUGH THE LIFE STAGES All students will know: PIES development through infancy, childhood, adolescence, adulthood and later adulthood.	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.	HEALTH AND SOCIAL CARE PROVISION AND CARE PLANNING All students will know: The types of services and their functions, purpose and impact. The purpose of a care plan and the stages of the care planning cycle.	HOW HEALTH AND SOCIAL CARE SERVICES ARE ACCESSED AND JOB ROLES WITHIN THE CARE SECTOR All students will know: The different types of referrals used when accessing health and social care services. Additionally, they will explore the barriers which may prevent individuals from accessing the services alongside strategies to overcome them. Various practitioner roles in health and social care will be discussed. Furthermore, the values underpinning professional practice and the importance of continuing professional development will be explored.	PARTNERSHIP WORKING IN HEALTH AND SOCIAL CARE All students will know: The importance of multidisciplinary working to improve outcomes for individuals and how practitioners work together with service users to provide person centred care. The barriers to partnership working for individuals and practitioners in a range of circumstances and strategies for overcoming these.	PREPARATION FOR NON-EXAMINED ASSESSMENTS All students will know: How to prepare for the non-examined assessments through analysis of tasks and planning based on key points of learning. How to complete a non-examined assessment through the use of mock assessments and activities.
SKILLS	Problem solving, skimming and scanning, research skills, empathy ,	Discussion and debate skills, planning extended writing tasks to meet a set criteria, extended academic writing, empathy,	Problem solving, skimming and scanning, research skills, empathy ,	Problem solving, skimming and scanning, research skills, empathy , Discussion and debate skills, planning extended writing tasks to meet a set criteria, extended academic writing, empathy,	Acceptance / empathy / non-judgemental / interpreting tasks/ planning / exam techniques	Acceptance / empathy / non-judgemental / interpreting tasks/ planning / exam techniques
ASSESSMENT	Fact file homework questions and class tasks requiring individuals to identify and explain development. Low stakes quiz activities & introduction to extended writing.	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 assessment writing as per the awarding body requirements during portfolio tasks	Fact file homework questions and class tasks requiring individuals to identify and explain services and planning. Low stakes quiz activities & introduction to planning for extended writing.	Low stakes quiz activities, end of module assessments and portfolio tasks.	Case study activities explaining how practitioners meet the needs of individuals, analysing the extent to which they meet their needs & how barriers to partnership working can be overcome..	Writing a case study analysis in controlled, timed circumstances based on all topics covered during the year.
VOCAB	Fine/Gross motor skills, PIES, Puberty, Menopause, Physical /Cognitive /Social/Emotional Biological / Environmental Transitions Practitioner	Bereavement, expected and unexpected life events. Inherited conditions, Lifestyle factors	Statutory / private / voluntary/ informal Residential / respite Purpose/ impact Assess/ implement / review	Self / professional /third party Barriers Occupational therapist / paramedic Outreach worker/ speech and language therapist Care / compassion/ competence/ communication	Preferences Partnership working Expertise Strategies	Preferences Partnership working Expertise Strategies Statutory / private / voluntary/ informal Residential / respite Purpose/ impact Assess/ implement / review Fine/Gross motor skills, PIES, Puberty, Menopause, Physical /Cognitive /Social/Emotional Biological / Environmental Transitions Practitioner

READING SKILLS

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

CAREERS LINKS

There is significant emphasis on the roles and services within the care sector and consistent application of theory to practice, making links with the world of work.

SUPPORTING STUDENTS 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.

HEALTH AND SOCIAL CARE

YEAR 11

CURRICULUM INTENT

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.

	PRIOR LEARNING	Building on the knowledge, skills and application to practice acquired in year 10.
	PERSONAL DEVELOPMENT & CURRICULUM LINKS	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.
	EXTRA-CURRICULAR & CULTURAL CAPITAL	Trips to local universities (TBC). visits from employers and health and social care professionals

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1
TOPIC/KNOWLEDGE	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.	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.	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.	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.	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.
SKILLS	Problem solving, skimming and scanning, research skills, empathy ,	Discussion and debate skills, planning extended writing tasks to meet a set criteria, extended academic writing, empathy,	Numeracy skills for interpreting data, exam techniques, identifying key command words, empathy	Numeracy skills for interpreting data, exam techniques, identifying key command words, empathy	Numeracy skills for interpreting data, exam techniques, identifying key command words, empathy
ASSESSMENT	Awarding body set tasks on health and social care services and how they meet the needs of specific individuals.	Awarding body set tasks on health and social care services and how they meet the needs of specific individuals.	Fact file questions, low stakes quiz activities, past paper questions, case study analysis, Q&A, class test, Mock exam on content covered to date.	Fact file questions, low stakes quiz activities, past paper questions, case study analysis, Q&A.	Past paper questions, case study analysis, Q&A, External exam
VOCAB	Empathy, anti-discriminatory practice, 6C's	Genetic inheritance, finances, poverty, housing, acute and chronic illness, redundancy, bereavement.	Blood pressure, Respiratory rate, Heart rate, BMI, Short term risks, Long term risks, stroke, diabetes, addiction, susceptibility, heart disease	Person-centered approach, SMART targets, Needs, wishes and circumstances	Reasonable adjustments, Barriers, Psychological barriers, Obstacles, Time constraints,

READING SKILLS

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

CAREERS LINKS

There is significant emphasis on the roles and services within the care sector and consistent application of theory to practice, making links with the world of work. Assessments require individuals to consider a scenario from the perspective of a service user and care professionals.

SUPPORTING STUDENTS 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, 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.