

## Curriculum Area:

Health and Social Care

## Intent

## Curriculum Statement:

To deliver a broad and balanced Health and Social Care curriculum for all students, including those with SEND, that plans for sequenced learning and allows for high quality teaching and learning experiences which develop an understanding of health and social care values and the changing requirements for provision of health and social care in society. That develops critical thinking, practical, analytical and problem-solving skills to not only provide students with outstanding outcomes for their future pathways but to inculcate a genuine understanding of how these skills can benefit the economy and improve the lives of those provided for.

## Implementation

Year 10 - Content		Assessments		CEIAG	Personal Development
		Topics	Assessment type		
Term 1	<b>Component 1 Learning aim A1</b> <ul style="list-style-type: none"> <li>Understand human growth and development across life stages</li> </ul> <b>Component 2 Learning aim A1</b> <ul style="list-style-type: none"> <li>Understand the different types of health and social care services</li> </ul>	<ul style="list-style-type: none"> <li>Main life stages</li> <li>PIES growth and development in the main life stages</li> <li>health and social care services</li> <li>how the services meet service user needs</li> </ul>	<b>Formative</b> quizzes, starter recap every lesson and weekly homework, <b>Summative</b> End of topic quiz Component 1 A1	<ul style="list-style-type: none"> <li>Develops understanding of how milestones are used to check development</li> <li>Develops understanding of research skills</li> <li>Develops understanding of work settings for people working in H&amp;SC</li> </ul>	<ul style="list-style-type: none"> <li>Develops understanding of diversity equity and equality</li> <li>Develops understanding of media influence on body image.</li> <li>Develops description and application skills</li> <li>Develops understanding of access to health and social care services</li> <li>Develops empathy</li> </ul>
Term 2	<b>Component 1 Learning aim A2</b> <ul style="list-style-type: none"> <li>Factors that affect human growth and development</li> </ul> <b>Component 2 Learning aim A2</b> <ul style="list-style-type: none"> <li>Types of barriers and how they can be overcome by the service providers or user</li> </ul>	Factors including: <ul style="list-style-type: none"> <li>Physical</li> <li>Social and cultural</li> <li>Economic</li> </ul> Barriers including: <ul style="list-style-type: none"> <li>Physical</li> <li>Sensory</li> <li>Social, cultural and psychological</li> </ul>	<b>Formative</b> quizzes, starter recap every lesson and weekly homework, <b>Summative</b> End of topic quiz Component 1 A2 and Component 2 A1 Component 1 LAA coursework started	<ul style="list-style-type: none"> <li>Develops understanding of the diversity of service user needs and difficulties</li> <li>Develops understanding of the impact of changing needs of service users on the economy</li> </ul>	<ul style="list-style-type: none"> <li>Develops application skills</li> <li>Develops research skills</li> <li>Develops insight into factors affecting own personal growth and development</li> <li>Develops empathy</li> <li>Develops problem solving skills</li> <li>Develops independent work and self-management skills</li> </ul>
Term 3	<b>Component 1 LAA coursework</b> <b>Component 1 Learning aim B1</b> <ul style="list-style-type: none"> <li>Different types of life event</li> </ul> <b>Component 2 Learning aim A2</b> <ul style="list-style-type: none"> <li>Types of barriers and how they can be overcome by the service providers or user</li> </ul> <b>Component 2 Learning aim B1</b> <ul style="list-style-type: none"> <li>Care Values</li> </ul>	Life events including: <ul style="list-style-type: none"> <li>Physical events</li> <li>relationship changes</li> <li>life circumstances</li> </ul> Barriers including: <ul style="list-style-type: none"> <li>language barriers</li> <li>geographical barriers</li> <li>intellectual barriers</li> </ul>	<b>Formative</b> quizzes, starter recap every lesson, case studies to apply knowledge, weekly homework. <b>Summative</b> End of topic quiz Component 2 A2	<ul style="list-style-type: none"> <li>Understanding of how development theories can be applied to providing health and social care</li> <li>Develops an understanding of the impact of life events on individuals and how they can act as barriers to development</li> </ul>	<ul style="list-style-type: none"> <li>Understanding of own development</li> <li>Develops resilience in coping with own life events</li> <li>Develops independent work and self-management skills</li> <li></li> </ul>

		<ul style="list-style-type: none"> <li>resource barriers for service provider</li> <li>financial barriers</li> </ul> <p>Care values to include:</p> <ul style="list-style-type: none"> <li>empowering and promoting independence</li> <li>respect for the individual</li> </ul>	Component 1 LAA coursework completed and feedback given.	<ul style="list-style-type: none"> <li>Develops understanding of the implications of health and wellbeing for the economy</li> <li>Develops awareness of the range of health and social care services available to service users</li> </ul>	
Term 4	<p><b>Component 1 Learning aim B2</b></p> <ul style="list-style-type: none"> <li>Coping with change caused by life events</li> </ul> <p><b>Component 2 Learning aim B1</b></p> <ul style="list-style-type: none"> <li>Care Values</li> </ul>	<p>How individuals adapt to these changes:</p> <ul style="list-style-type: none"> <li>Sources of support</li> <li>Types of support</li> <li>Care values to include:</li> <li>maintaining confidentiality</li> <li>preserving the dignity of individuals</li> <li>safeguarding and duty of care</li> <li>effective communication</li> <li>promoting anti-discriminatory practice</li> </ul>	<p><b>Formative</b> research on local sources of support. starter recap every lesson, case studies to apply knowledge, weekly homework.</p> <p><b>Summative</b> End of topic quiz Component 1 B1 Component 2 B1</p>	<ul style="list-style-type: none"> <li>Understanding of some of the roles of professionals providing support in H&amp;SC</li> <li>Understanding of key work place skills and laws</li> <li>Awareness the ethical underpinnings of the care-value base</li> </ul>	<ul style="list-style-type: none"> <li>Develops understanding of where to seek help in coping with own life events</li> <li>Develops research skills</li> <li>Develops understanding of use of communication skills.</li> </ul>
Term 5	<p><b>Component 1 LAB coursework</b></p> <p><b>Component 2 Learning aim B2</b></p> <ul style="list-style-type: none"> <li>Reviewing own application of care values</li> </ul>	<p>Care values to include:</p> <ul style="list-style-type: none"> <li>empowering and promoting independence</li> <li>respect for the individual</li> <li>maintaining confidentiality</li> <li>preserving the dignity of individuals</li> <li>safeguarding and duty of care</li> <li>effective communication</li> <li>promoting anti-discriminatory practice</li> </ul>	<p><b>Formative</b> starter recap every lesson, weekly homework.</p> <p><b>Summative</b> Completion of Component 1 LAB coursework Start of Component 2 LAA coursework</p>	<ul style="list-style-type: none"> <li>Understanding of important work place skills</li> <li>Awareness the ethical underpinnings of the care-value base</li> <li>Awareness of the correct care expected by members of the caring professions.</li> <li>Develops critical awareness and self-reflection as a practitioner</li> </ul>	<ul style="list-style-type: none"> <li>Develops critical awareness and self-reflection skills</li> <li>Develops understanding of where to seek help in coping with own life events</li> <li>Develops research skills</li> <li>Develops understanding of use of communication skills</li> </ul>
Term 6	<ul style="list-style-type: none"> <li><b>Component 2 LAA coursework</b></li> <li><b>Component 2 LAB coursework</b></li> </ul>	<p>Care values to include:</p> <ul style="list-style-type: none"> <li>empowering and promoting independence</li> <li>respect for the individual</li> </ul>	<p><b>Summative</b> Feedback of Component 1 LAB coursework. Completion and feedback of Component 2 LAA coursework</p>	<ul style="list-style-type: none"> <li>Understanding of important work place skills</li> <li>Develops critical awareness and self-reflection as a practitioner</li> <li>Awareness the ethical underpinnings of the care-value base</li> </ul>	<ul style="list-style-type: none"> <li>Develops critical awareness and self-reflection skills</li> <li>Develops the ability to self-assess</li> <li>Develops the ability to use criticism from others for personal development</li> </ul>



		<ul style="list-style-type: none"> <li>maintaining confidentiality</li> <li>preserving the dignity of individuals</li> <li>safeguarding and duty of care</li> <li>effective communication</li> <li>promoting anti-discriminatory practice</li> <li>Reviewing own application of care values</li> </ul>	Completion of Component 2 LAB	<ul style="list-style-type: none"> <li>Awareness of the correct care expected by members of the caring professions</li> </ul>	
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Year 11 - Content		Assessments		CEIAG	Personal Development
		Topics	Assessment type		
Term 1	<b>Component 3 Learning Aim A</b> <ul style="list-style-type: none"> <li>factors affecting health and wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>Physical factors</li> <li>Social, emotional and cultural factors</li> <li>Economic factors</li> <li>Environmental factors</li> <li>The impact of life events</li> </ul>	<b>Formative</b> starter recap every lesson; 2,4 and 6 mark questions in class-peer assess, quizzes. Exam questions. Weekly homework. CTG activity on A1 test <b>Summative</b> Component 2 LAB feedback, end of topic test A1 factors affecting health and wellbeing	<ul style="list-style-type: none"> <li>Develops transferrable revision skills</li> <li>Develops understanding of unique and multiple factors affecting service-users' physical wellbeing</li> <li>Using data to understand the needs of service-users</li> <li>How data can form the basis of treatment and intervention</li> </ul>	<ul style="list-style-type: none"> <li>Develops understanding of how to prepare for exams especially application to case study questions</li> <li>Develops transferrable problem-solving and revision skills</li> </ul>
Term 2	<b>Component 3 Learning Aim B</b> <ul style="list-style-type: none"> <li>Interpreting health indicators</li> </ul>	<ul style="list-style-type: none"> <li>B1 physiological indicators</li> <li>B2 lifestyle indicators</li> </ul>	<b>Formative</b> , starter recap every lesson, quizzes, exam questions and	<ul style="list-style-type: none"> <li>Using data to understand the needs of service-users</li> </ul>	<ul style="list-style-type: none"> <li>Develops mathematical skills and skills of statistical analysis</li> <li>Develops data presentation skills</li> </ul>



	<b>Component 3 Learning Aim C</b> <ul style="list-style-type: none"> <li>Person-centred health and wellbeing improvement plans</li> </ul>	<ul style="list-style-type: none"> <li>C1 Health and wellbeing improvement plans</li> <li>C2 obstacles to implementing plans</li> </ul>	feedback, weekly homework, LAB end of topic test and CTG activity, improvement plans case studies. Improve an exam answer. LAC end of topic test and CTG activity PPE 1 Component 3 CTG <b>Summative</b> , PPE 1 Component 3	<ul style="list-style-type: none"> <li>How data can form the basis of treatment and intervention</li> <li>Develops transferrable revision skills</li> <li>Develops understanding of unique and multiple factors affecting service-users' physical wellbeing</li> <li>Develops better understanding of personal health and wellbeing issues and understanding of how to improve their own health and well being</li> <li>develops awareness of how to develop and review treatment plans</li> <li>implications for developing more individual treatment for specific service users</li> </ul>	<ul style="list-style-type: none"> <li>Develops ability to interpret data for diagnosis</li> <li>Develops skills of analysis and application</li> <li>Develops an understanding of the link between lifestyle and wellbeing</li> <li>Development of application and review skills</li> <li>Develops an understanding of the rights and responsibilities in caring for health</li> <li>Develops an understanding of the sources of help available</li> <li>Develops the ability to analyse treatment plans in terms of appropriateness, effectiveness and ethics</li> </ul>
Term 3	<b>Component 3 Learning Aim C</b> <ul style="list-style-type: none"> <li>Person-centred health and wellbeing improvement plan</li> </ul> Public Exams	<ul style="list-style-type: none"> <li>Revision for component three</li> </ul>	<b>Formative</b> , fortnightly revision test and CTG Practice papers and walk/talk mocks Weekly homework past paper practice <b>Summative</b> Component three exam first sitting,	<ul style="list-style-type: none"> <li>How to maximise exam marks</li> <li>How to cope with stress</li> <li>How to prepare for future work/exams</li> <li>Develops awareness of barriers to accessing services and how they can be overcome</li> </ul>	<ul style="list-style-type: none"> <li>Develops revision skills</li> <li>Develops exam technique</li> <li>Develops self-awareness and analysis</li> </ul>
Term 4	<ul style="list-style-type: none"> <li>Revision component 3</li> <li>Coursework resubmissions</li> </ul>	<ul style="list-style-type: none"> <li>Consolidating knowledge and understanding Exam technique</li> <li>Reviewing coursework and making corrections where necessary</li> </ul>	<b>Formative</b> , fortnightly revision test and CTG Practice papers and walk/talk mocks Weekly homework past paper practice <b>Summative</b> Coursework resubmissions group 1/completion for group 2	<ul style="list-style-type: none"> <li>Application of revision techniques to other subjects and courses</li> </ul>	<ul style="list-style-type: none"> <li>Develops revision skills</li> <li>Develops exam technique</li> <li>Develops self-awareness and analysis</li> <li>Develops self- motivation</li> <li>Develops self-analysis</li> <li>Develops time-management skills</li> </ul>
Term 5	<ul style="list-style-type: none"> <li>Revision component 3</li> <li>Coursework resubmissions</li> <li>Public exams May</li> </ul>	<ul style="list-style-type: none"> <li>Consolidating knowledge and understanding Exam technique</li> </ul>	<b>Formative</b> , fortnightly revision test and CTG Practice papers and walk/talk mocks Weekly homework past paper practice	<ul style="list-style-type: none"> <li>Application of revision techniques to other subjects and courses</li> </ul>	<ul style="list-style-type: none"> <li>Develops revision skills</li> <li>Develops exam technique</li> <li>Develops self-awareness and analysis</li> <li>Develops self- motivation</li> <li>Develops self-analysis</li> <li>Develops time-management skills</li> </ul>



		<ul style="list-style-type: none"><li>Reviewing coursework and making corrections where necessary</li></ul>	<b>Summative</b> Coursework resubmissions group 1/completion for group 2 Public exam component 3		
Term 6	Public exams May	<ul style="list-style-type: none"><li>Second sitting component 3</li><li>Coursework complete and moderation sample selected</li></ul>			