



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	Component 1: Learning A1 Understand Growth and Development Across the Life Stages	Physical, Intellectual, Emotional and Social development across life stages of Infancy, Early Childhood, Adolescence, Early Adulthood, Middle Adulthood and Later Adulthood	Formative: Retrieval tasks Fortnightly homework Summative: End of topic quiz Regular assessment question practice	Develops understanding of how milestones are used to check development. Develops understanding of research skills	Develops understanding of diversity, equity and equality Develops understanding of media influence on body image
Term 2	Component 1: Learning A2 Physical Factors that affect growth and development	Inherited conditions, ill health, life style choices, emotional/psychological factors.	Formative: Retrieval tasks Fortnightly homework Summative: End of topic quiz Regular assessment question practice	Develops understanding of the diversity of service user needs and difficulties	Develops research and application skills Develops insight into factors affecting their own personal growth and development Develops empathy



Term 3	<p>Component 1: Learning A2</p> <p>Social factors that affect growth and development</p>	<p>Cultural, environmental and economic factors</p>	<p>Formative: Retrieval tasks Fortnightly homework Summative Assessment: Regular assessment question practice</p> <p>Formal Assessment: Practice exam for Upcoming PSA.</p>	<p>Develops understanding of the diversity of service user needs and difficulties</p>	<p>Develops understanding of wider cultures and diversities.</p>
Term 4	<p>Component 1: Learning B1</p> <p>Life Events that affect growth and development</p>	<p>Relationship changes, life circumstances, coping and adapting to change, character traits</p>	<p>Formative: Retrieval tasks Fortnightly homework Summative: End of topic quiz Regular assessment question practice</p> <p>Formal assessment worth 30% of the overall grade.</p>	<p>Understanding of how development theories can be applied to providing health and social care</p>	<p>More in depth understanding of self</p> <p>Develops resilience in coping with own life events</p>
Term 5	<p>Component 2: Learning A1</p> <p>Barriers to accessing services</p> <p>Component 2: Learning A2</p> <p>Barriers to accessing services</p> <p>Component 2: Learning A3</p> <p>Barriers to accessing services</p>	<p>Healthcare services: role of GP, secondary care services, end of life care.</p> <p>Social care services: Foster care, residential care, youth work, respite care, informal and voluntary care.</p> <p>Barriers to accessing services: physical barriers, sensory barriers, social and cultural barriers,</p>	<p>Formative: Retrieval tasks Fortnightly homework Summative: End of topic quiz Regular assessment question practice</p>	<p>Develops understanding of work settings for health and social care workers</p> <p>Develops understanding of the impact of changing needs of the service users on the economy</p> <p>Develops an understanding of the impact of life events on</p>	<p>Develops description and application skills</p> <p>Develops understanding of access to health and social care services</p> <p>Develops empathy</p> <p>Develops problem solving skills</p> <p>Develops independent work and self-management skills</p>



		language barriers, geographical barriers, intellectual barriers, financial barriers		individuals and how they can act as barriers to development	
Term 6	<p>Component 2: Learning B1 Skills and attributes in health and social care</p> <p>Component 2: Learning B2 Values in Health and Social Care</p> <p>Component 2: Learning B3 Obstacles individuals that require care may face</p> <p>Component 2: Learning B4 Benefits to the Individuals</p>	<p>Overview of skills and attributes and understanding how to develop them.</p> <p>The 6C's</p> <p>Definition of obstacles.</p> <p>Obstacles and their impact</p> <p>Skills, attributes and values in health and social care practice</p> <p>Service user's rights</p> <p>Professional behaviours Individuals expectations</p>	<p>Formative: Retrieval tasks Fortnightly homework Summative: End of topic quiz Regular assessment question practice</p>	<p>Understanding of key work place skills and laws</p> <p>Awareness of the ethical underpinnings of care values</p> <p>Awareness of the correct care expected by members of the caring professions</p> <p>Develops critical awareness and self-reflection as a practitioner</p>	<p>Develops understanding of self and what you have to offer to service users and how to build skills</p> <p>Communication skills</p> <p>Develops understanding of where to go for help in own life</p> <p>Develops critical awareness and self-reflection skills</p>



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Year 11 - Content		Assessments		CEIAG	Personal Development
		Topics	Assessment type		
Term 1	Component 3. Learning A1 Factors that affect health and wellbeing	Revisit Growth and Development Across the Life Stages Cause and effect of how factors impact health and wellbeing – positive and negative.	Formal assessment worth 30% of the overall grade. Formative: Retrieval tasks Fortnightly homework Summative: End of topic quiz Regular assessment question practice	Develops transferrable revision skills Develops understanding of unique and multiple factors affecting service users' physical wellbeing Using data to understand the needs of the service-users How data can form the basis of treatment and intervention	Develops understanding of how to prepare for exams, specifically the application of care study questions Develops transferrable skills in revision and problem solving
	Component 3. Learning B1 Physiological indicators	Understanding how our bodies react to, and how to recognise adverse reactions in our bodies. (BMI, heart rates, blood pressure, peak flow)	Formative: Retrieval tasks Fortnightly homework Summative: End of topic quiz Regular assessment question practice	Using data to understand the needs of the service-users	Develops ability to interpret data for diagnosis Develops skills for application and analysis Develops and understanding of the link between lifestyle and wellbeing Develops and understanding of the rights and responsibilities in caring for health.
Term 3	Component 3. Learning C1 Person Centred Approach	What is Person Centred Care? The importance of person-centred approach	Formative: Retrieval tasks Fortnightly homework Summative: End of topic quiz Regular assessment question practice	How data can for the basis of treatment and intervention Develops understanding of unique and multiple factors affecting service users' physical wellbeing Develops better understanding of personal health and wellbeing issues and an understanding of	Understanding the importance of autonomy in the service users care and using their own voices Self-awareness and analysis



				<p>how to improve their own health and wellbeing. Develops an awareness of how to develop and review treatment</p>	
Term 4	<p>Component 3. Learning C2 Recommendations and actions to improve health and wellbeing.</p>	<p>Care Plans Smart targets</p>	<p>Formative: Retrieval tasks Fortnightly homework Summative: End of topic quiz Regular assessment question practice</p>	<p>Awareness of barriers to accessing healthcare through development of care plans</p>	<p>Develop the ability to analyse treatment plans in terms of the appropriateness, effectiveness and ethic</p>
Term 5	<p>Exam Revision</p>		<p>Formative, fortnightly revision test and CTG Practice papers 40% of final grade.</p>	<p>How to maximise exam marks How to cope with stress How to prepare for future work/exams Develops an awareness of barriers to accessing services and how they can be overcome</p>	<p>Develops revision skills Develops exam techniques Develops self-awareness and analysis Develops self-analysis Develops time-management skills</p>