

## Health and Social Care Year 10

|         | Topic Title | Key Skills  | Content  |  |
|---------|-------------|---|--|--|
| Year 10 | Term 1      | <b>Component 1 – human lifespan development</b><br><br>Internal Assessment (36 GLH)<br>September – Feb half term              | Understanding PIES<br>Knowledge of sector<br>Independent research  | <p><b>Overview:</b><br/>Introductory unit to HSC – developing knowledge of Physical, intellectual, emotional and social (PIES) needs and the life stages of human development. Consideration of factors such as lifestyle choices and relationships that affect growth and development.</p> <ul style="list-style-type: none"> <li>Learning Aim A: understand human growth and development across life stage and the factors that affect it</li> <li>Learning Aim B: Investigate how individuals deal with life events</li> </ul> <p><b>Link to Intent:</b><br/>Understanding processes of growth and development and factors that affect this is essential knowledge for health and social care practitioners.</p> <p><b>Enrichment Link:</b><br/>Visit to care home – link to later adult hood</p> <p><b>Cultural Capital:</b><br/>Knowledge and awareness of different life stages.<br/>Awareness of where support is needed in society.<br/>Awareness of development in children and where interventions are needed.<br/>Awareness of how to support child development.<br/>Promotion of healthy lifestyles.<br/>Awareness of biological factors in pregnancy affecting future development<br/>Awareness of social and financial issues in elderly community</p> |
|         | Term 2      | <b>Component 1 – human lifespan development</b>   | See above  | See above  |
|         | Term 3      | <b>Component 1 – human lifespan development</b>   | See above  | See above<br><b>Component 1 - Complete unit by Feb half term for external moderation.</b>  |
|         | Term 4      | <b>Component 2 – health and social care services</b><br><br>Internal assessment (36 GLH)<br>Feb half term – October half term | Understanding PIES<br>Knowledge of sector<br>Make recommendations<br>Discrimination in HSC   | <p><b>Overview:</b><br/>Learning about different health services and social care services and the service users that need to use them and their needs. Exploration of the barriers that make it difficult to access HSC services and ways to overcome these barriers. Understanding the care values that are key to delivering effective health and social care services and the opportunity to develop and practise the development of their own care values. Development of reflective skills to review their own application of the care values.</p> <ul style="list-style-type: none"> <li>Learning Aim A: Understand the different types of health and social care services and barriers to accessing them.</li> <li>Learning Aim B: Demonstrate care values and review own practice</li> </ul> <p><b>Link to Intent:</b><br/>Understanding of a wide range of services, in both the health and the social care sector.<br/>Understanding a range of barriers that can make HSC services difficult to access and how professionals overcome these.<br/>Understanding the care values that underpin effective care and provision in HSC.</p>   |
|         |             |   | <p>The opportunity to develop these care values and practise them in simulated and real settings.<br/>The opportunity to review and reflect on the development of own care values.</p> <p><b>Enrichment Link:</b><br/>Guest speakers – different professions and settings<br/>Trips and visits/WEX - 1 day in a special needs school, 1 day in a care home. Trips to a range of settings, e.g. hospital simulation suite.</p> <p><b>Cultural Capital:</b><br/>Understanding a range of different service users' backgrounds and challenges they face in their lives.<br/>Development of own attributes and other transferrable skills, such as caring, honesty, compassion, organisation, communication.<br/>Greater awareness of HSC provision and careers in the HSC sector.</p> |  |
|         |             | <b>Component 2 – health and social care services</b><br><br>Internal assessment (36 GLH)<br>Feb half term – October half term | Understanding PIES<br>Knowledge of sector<br>Independent research<br>Skills and attributes<br>Discrimination in HSC<br>Communication skills  | See above  |
|         | Term 5      | <b>Component 2 – health and social care services</b>  | See above  | See above  |
|         | Term 6      | <b>Component 2 – health and social care services</b>  | See above  | See above  |

## Health and Social Care Year 11

|         | Topic Title | Key Skills  | Content  |  |
|---------|-------------|---|--|--|
| Year 11 | Term 1      | <b>Component 2 – health and social care services</b><br><br>Internal assessment (36 GLH)<br>Feb half term – October half term | Understanding PIES<br>Knowledge of sector<br>Make recommendations<br>Discrimination in HSC | <p><b>Overview:</b><br/>Learning about different health services and social care services and the service users that need to use them and their needs. Exploration of the barriers that make it difficult to access HSC services and ways to overcome these barriers. Understanding the care values that are key to delivering effective health and social care services and the opportunity to develop and practise the development of their own care values. Development of reflective skills to review their own application of the care values.</p> <ul style="list-style-type: none"> <li>Learning Aim A: Understand the different types of health and social care services and barriers to accessing them.</li> <li>Learning Aim B: Demonstrate care values and review own practice</li> </ul> <p><b>Link to Intent:</b><br/>Understanding of a wide range of services, in both the health and the social care sector. Understanding a range of barriers that can make HSC services difficult to access and how professionals overcome these.<br/>Understanding the care values that underpin effective care and provision in HSC.</p>   |
|         |             |   |  | <p>The opportunity to develop these care values and practise them in simulated and real settings. The opportunity to review and reflect on the development of own care values.</p> <p><b>Enrichment Link:</b><br/>Guest speakers – different professions and settings<br/>Trips and visits/WEX - 1 day in a special needs school, 1 day in a care home. Trips to a range of settings, e.g. hospital simulation suite.</p> <p><b>Cultural Capital:</b><br/>Understanding a range of different service users' backgrounds and challenges they face in their lives. Development of own attributes and other transferable skills, such as caring, honesty, compassion, organisation, communication.<br/>Greater awareness of HSC provision and careers in the HSC sector.</p>  |
|         | Term 2      | <b>Component 3 – health and wellbeing</b><br><br>External assessment (48 GLH)<br>Exam series: May year 11                     | See above  | <p><b>Overview:</b><br/>Exploration of factors that can have a positive or negative influence on a person's health and wellbeing. Students will learn to interpret physiological and lifestyle indicators, and what they mean for someone's state of health. Students will learn this information to design an appropriate plan for improving someone's health and wellbeing, including making short and long term targets. Additionally, learners will explore the difficulties individuals may face when trying to make these changes.</p> <ul style="list-style-type: none"> <li>Learning Aim A: factors that affect health and wellbeing</li> <li>Learning Aim B: interpreting health indicators</li> <li>Learning Aim C: person-centred health and wellbeing improvement plans</li> </ul> <p><b>Link to Intent:</b><br/>Development of skills in analysing information about service users and communicating for a specific purpose. Link to all HSC careers – working with service users and understanding their background.</p> <p><b>Enrichment Link:</b><br/>Speakers – nurse on how to take observations and what they mean.</p> <p><b>Cultural Capital:</b><br/>Empowering students to control their own health and wellbeing by being aware of factors that can affect it. Awareness of the lifestyle indicators, such as smoking, alcohol consumption, inactive lifestyles. Understanding of obstacles that can impact effectiveness of health and wellbeing plans.</p> |
|         | Term 3      | <b>Component 3 – health and wellbeing</b>   | See above  | See above  |
|         |             | <b>Component 3 – health and wellbeing</b>   | See above  | See above  |
|         | Term 4      | <b>Component 3 – health and wellbeing</b>   | See above  | See above  |
|         | Term 5      | <b>Component 3 – health and wellbeing</b>   | See above  | See above  |
|         | Term 6      |   |  |  |