



# Curriculum Overview

# Health and Social Care

Year Group	Class	31-Aug	5-Sep	12-Sep	19-Sep	26-Sep	3-Oct	10-Oct	17-Oct	HT	7-Nov	14-Nov	21-Nov	28-Nov	5-Dec	12-Dec	19-Dec	X-Mas	2-Jan	9-Jan	16-Jan	23-Jan	30-Jan	6-Feb	HT	20-Feb	27-Feb	6-Mar	13-Mar	20-Mar	27-Mar	Easter	17-Apr	24-Apr	1-May	8-May	15-May	22-May	HT	5-June	12-June	19-June	26-June	3-July	10-July															
	Week Beg.	31-Aug	5-Sep	12-Sep	19-Sep	26-Sep	3-Oct	10-Oct	17-Oct		7-Nov	14-Nov	21-Nov	28-Nov	5-Dec	12-Dec	19-Dec		2-Jan	9-Jan	16-Jan	23-Jan	30-Jan	6-Feb		20-Feb	27-Feb	6-Mar	13-Mar	20-Mar	27-Mar		17-Apr	24-Apr	1-May	8-May	15-May	22-May		5-June	12-June	19-June	26-June	3-July	10-July															
Year 9 Enrichment	H&SC	<p><b>Component 1</b> Introduction to the course 2. Team HSC Cohesion sessions 3. C1 Life stages (6) 4. C1 (PIES) Physical, Intellectual, Emotional &amp; Social Growth and Development</p>										<p><b>Component 1</b> Celebrity Case Study 6. Nando's Differentiated tasks 7. 'Project Baby Egg' 8. Opportunities for External visits from HSC Professionals and Guest speakers (Sign Language/Medical) 9. Step into the NHS Project</p>										<p><b>Component 2 C2 LAA</b> - Intro to HSC Services 1. Primary Care 2. Secondary Care 3. Tertiary Care 4. Allied Health Professionals (AHP)</p>										<p><b>Component 2</b> Explore the different health and social care services that can be accessed by people in different life stages with differing needs 6. Explore potential barriers to accessing services and identify ways to overcome them.</p>										<p>Bespoke and scaffolded set tasks from C1 to prepare for set assignment</p>										<p>Bespoke and scaffolded set tasks from C1 to prepare for set assignment</p>								
Year 10	H&SC	<p>Component 2B- * Skills – problem solving, observation, dealing with difficult situation, organisation * Attributes – empathy, patience, trustworthiness, honesty B2 – Values in HSC * The 6 C's: care, compassion, competence, communication, courage, commitment B3 – Obstacles individuals requiring care may face * Emotional/psychological, time, resources, unachievable targets, support, factors specific to the individual. B4 – The benefits to individuals of the skills, attributes and values in HSC practice * Supported, high quality care, person centred, respect, anti-discriminatory practices. Empowered, involved, protected, comfortable, dignity, confidentiality, safeguarded</p>										<p>Component 2A A - Understand the different types of Health and Social Care services and the barriers to accessing them Review is divided into three sections: 1 – Healthcare Services: * Healthcare conditions Small group work practical tasks (Practical application of Care Values) Pearson set assignments Teacher Feedback Case Studies Small group work practical tasks Pearson set assignments Teacher Feedback CLASS Child Development Science Whole school protocols Character Curriculum Geography Sports Science SEND MFL RE</p> <p>Component 1 A Human Lifespan Development Component 1 B Human Lifespan Development Spring Term Spring Summer * Healthcare services (primary, secondary, tertiary, allied health professionals, multi-disciplinary team working 2 – Social Care Services: * Social care * Social care services * Additional care</p>										<p>Component 1 A A - Understand human growth and development across life stages and the factors that affect it 1. Explore different aspects of growth and development across the 6 life stages using the physical, intellectual, emotional and social (PIES) classification 2. Explore the different factors that can affect an individual's growth and development (Physical, Lifestyle, Emotional, Social, Cultural, Environmental &amp; Economic). <b>Moderation Window for C2</b></p>										<p>Component 1B B – Understand how individuals deal with life events 1 - Different types of life event Explore life events that occur in an individual's life. Learners will explore the different events that can impact on people's PIES development. * Health and Wellbeing Case Studies Small group work practical tasks Pearson set assignments Teacher Feedback Case Studies Small group work practical tasks Pearson set assignments Teacher Feedback Case Studies CLASS Child Development Science Whole school protocols Character Curriculum Geography</p> <p>* Relationship Changes * Life Circumstances 2 – Coping with change caused by life events Explore how individuals can adapt or be supported through changes caused by life events and how people react differently * Character Traits that influence how individuals cope * Sources of support that can help people to adapt * Types of support that can help individuals to adapt. <b>Moderation Window for C2</b></p>										<p>Bespoke and scaffolded set tasks from 1A&amp;B to prepare them for Year 10 exam component</p>										<p>Bespoke and scaffolded set tasks from 1A&amp;B to prepare them for Year 10 exam component</p>								
Year 11* *Subject to change in 2023/24 Academic Year	H&SC	<p>Component 3 A1: Factors affecting health and wellbeing Ø Definition of health and wellbeing Ø Physical and lifestyle factors Ø Social, emotional and cultural factors Ø Economic factors Ø Environmental factors Ø The impact of life events relating to relationship changes and changes in life circumstances. <b>Moderation Window for C1</b></p>										<p>Component 3 B1: Physiological indicators Ø Physiological indicators that are used to measure health: - Pulse (resting and recovery rate after exercise) - Blood pressure - Peak flow - Body mass index (BMI). Ø Using published guidance to interpret data relating to these physiological indicators Ø The potential significance of abnormal readings: risks to physical health B2: Lifestyle indicators Ø Interpretation of lifestyle data, specifically risks to physical health associated with: - Smoking - Alcohol consumption - Inactive lifestyles. <b>Moderation Window for C1</b></p>										<p>C1: Health and wellbeing improvement plans Ø The importance of a person-centred approach that considers an individual's needs, wishes and circumstances. Ø Information to be included in plan: - recommended actions to improve health and wellbeing - short-term (less than 6 months) and long-term targets - appropriate sources of support (formal and/or informal). C2: Obstacles to implementing plans Ø Potential obstacles: - Emotional/psychological – lack of motivation, low self-esteem, acceptance of current state - Time constraints – work and family commitments - Availability of resources – financial, physical, e.g. equipment - Unachievable targets – unachievable for the individual or unrealistic timescale - Lack of support, e.g. from family and friends - Other factors specific to individual – ability/disability, addiction - Barriers to accessing identified services. <b>External Exam C3</b></p>										<p>Time constraints – work and family commitments - Availability of resources – financial, physical, e.g. equipment - Unachievable targets – unachievable for the individual or unrealistic timescale - Lack of support, e.g. from family and friends - Other factors specific to individual – ability/disability, addiction - Barriers to accessing identified services.</p>										<p><b>Component 3 Preparation and Resist</b></p>																		