


## Health & Social Care Curriculum Overview 2020-2021.

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Year 10</b>  (5 hours per fortnight.)	<b>Component 1: Human Lifespan Development</b>		<b>Component 1: Human Lifespan Development</b>		<b>Component 2: H&amp;SC services and values</b>	
	<p><b>LA: A - Understand human growth and development across life stages and the factors that affect it</b></p> <p><b><u>A1: Human growth and development across life stages</u></b></p> <ul style="list-style-type: none"> <li>Main life stages</li> <li>PIES growth and development in the main life stages</li> </ul> <p><b><u>A2: Factors affecting growth and development</u></b></p> <ul style="list-style-type: none"> <li>Physical factors</li> <li>Social &amp; cultural factors</li> <li>Economic factors</li> </ul>		<p><b>LA: B - Investigate how individuals deal with life events</b></p> <p><b><u>B1: Different types of life events.</u></b></p> <ul style="list-style-type: none"> <li>Expected or unexpected – to include physical, relationships &amp; life circumstances.</li> </ul> <p><b><u>B2: Coping with change caused by life events</u></b></p> <ul style="list-style-type: none"> <li>How individuals can adapt to changes</li> <li>Sources of support</li> <li>Types of support</li> </ul>		<p><b>LA: A - Understand the different types of health and social care services and barriers accessing them</b></p> <p><b><u>A1: Health and social care services</u></b></p> <ul style="list-style-type: none"> <li>Different health care services and how they meet service users' needs</li> <li>Different social care services and how they meet service users' needs</li> </ul> <p><b><u>A2: Barriers to accessing services</u></b></p> <ul style="list-style-type: none"> <li>Types of barrier and how they can be overcome by the service providers or users</li> </ul>	
<i>Assessment</i>	Mid-point test, Students complete <b>Assignment 1A</b>		Students complete <b>Assignment 1B</b>		Students complete <b>Assignment 2A</b>	
<b>Year 11</b>  (5 hours per fortnight.)	<b>Component 3: Health and Wellbeing</b>		<b>Component 2: H&amp;SC Services and Values</b>			
	<p><b>LA: A - Factors that affect health and wellbeing</b></p> <p><b><u>A1: Factors affecting health and wellbeing</u></b></p> <ul style="list-style-type: none"> <li>Physical &amp; lifestyle factors</li> <li>Social, emotional &amp; cultural factors</li> <li>Economic factors</li> <li>Environmental factors</li> <li>Impact of life events.</li> </ul> <p><b>LA: B – Interpreting health indicators</b></p> <p><b><u>B1: Physiological indicators</u></b></p> <ul style="list-style-type: none"> <li>Pulse, blood pressure, peak flow BMI</li> <li>Interpreting data</li> </ul> <p><b><u>B2: Lifestyle indicators</u></b></p> <ul style="list-style-type: none"> <li>Interpreting data relating to risks to health: smoking, alcohol, inactive lifestyles.</li> </ul> <p><b>LA:C - Person-centred health and wellbeing improvement plans</b></p> <p><b><u>CI: Health and wellbeing improvement plans</u></b></p>		<p><b>LA: B - Demonstrating care values and review own practice</b></p> <p><b><u>B1: Care values</u></b></p> <ul style="list-style-type: none"> <li>Exploring and applying for effective health and social care services</li> <li>7 different care values e.g. respect, safeguarding, preserving dignity.</li> </ul> <p><b><u>B2: Reviewing own application on care values</u></b></p> <ul style="list-style-type: none"> <li>Completion of assignment 2B</li> <li>Students reflect on own application of care values using teacher/service-user feedback</li> <li>Using feedback to identify own strengths and weaknesses, receiving feedback and responding to feedback to identify ways to improve own performance</li> </ul> <p style="text-align: center;"><b><u>Component 3: Health and Wellbeing</u></b></p> <ul style="list-style-type: none"> <li>Revision and exam preparation for re-sits of Component 3 as necessary</li> </ul>			

	<ul style="list-style-type: none"> <li>• Exploring features of health and wellbeing plans</li> <li>• The importance of a person-centred approach</li> <li>• Recommended actions to improve health and wellbeing</li> <li>• Short and long-term targets</li> <li>• Appropriate sources of support</li> </ul> <p><b><u>C2: Obstacles to implementing plans</u></b></p> <ul style="list-style-type: none"> <li>• Potential obstacles – to include emotional/psychological, time constraints, lack of support etc. – and how they can be mitigated.</li> </ul>				
Assessment		<b>INTERNAL EXAM:</b> Mock exam	<b>EXTERNAL EXAM:</b> Component 3	Students complete <b>Assignment 2B</b>	<b>EXTERNAL EXAM:</b> Re-sits, Component 3

# FRED LONGWORTH

## HIGH SCHOOL

