Curriculum overview: Health and Social Care

Key skills/content requirements at Key Stage 4
- Health and social care values   - Human lifespan development   - Effective communication in health and social care   - The impact of nutrition on health and well-being

Curriculum Overview

	Term 1	Term 2	Term 3	Portable Content	Key Terms
Year 9	**Life stages** To understand growth and development across the life stages using the physical, intellectual, emotional and social (PIES) classification. *Main life stages:* ✓ *infants (birth to 2 years)* ✓ *early childhood (3–8 years)* ✓ *adolescence (9–18 years)* ✓ *early adulthood (19–45 years)* ✓ *middle adulthood (46–65 years)* ✓ *later adulthood (65+ years).*	**Growth and development** To apply PIES to growth and development in the main life stages; ✓ *physical growth and* ✓ *intellectual/cognitive development* ✓ *emotional development* ✓ *social development*	**Different types of life event** - To understand life events that can influence people's PIES development. ✓ Physical events, ✓ Relationship changes ✓ Life circumstances **Coping with change caused by life events** - How individuals can adapt or be supported through changes caused by life events.	- Life sages - Development - Factors that affect development - How to cope with illness and disease - Illness/ disease and care - Life events - Primary/secondary and tertiary care - Support (formal and informal) - Communication - Barriers and how to overcome these	- Identify - Describe - Outline - Explain - Compare - Assess
Year 10	**Health and social care services** To understand and explain health and social care services that are available and why individuals may need to use them.	**Barriers to accessing services** To identify barriers that can make it difficult to use these services and how these barriers can be overcome.	**Care values** To practise applying the different care values that are key to the delivery of effective health and social care services. **Reviewing own**	- Catering to individual needs - Person centred approach - Holistic care - Religion and beliefs	- Identify - Describe - Outline - Explain - Compare - Assess

			application of care values ▪ To reflect on own application of care values, including using teacher or service-user feedback.		
Year 11	▪ Demonstrate knowledge and understanding of factors that affect health and wellbeing **Physiological indicators** ✓ *To interpret indicators that can be used to measure physiological health, interpreting data using published guidance.* **Lifestyle indicators** ✓ *Interpret lifestyle data in relation to risks posed to physical health.*	▪ Design a person-centred health and wellbeing improvement plan **Health and wellbeing improvement plans** ✓ *To explore the features of health and wellbeing improvement plans.*	**Obstacles to implementing plans** ✓ *To understand the obstacles that individuals can face when implementing these plans and how they may be mitigated.*	▪ Life sages ▪ Development ▪ Factors that affect development ▪ How to cope with illness and disease ▪ Illness/ disease and care ▪ Life events ▪ Primary/secondary and tertiary care ▪ Support (formal and informal) ▪ Communication ▪ Barriers and how to overcome these ▪ Catering to individual needs ▪ Person centred approach ▪ Holistic care ▪ Religion and beliefs	▪ Identify ▪ Describe ▪ Outline ▪ Explain ▪ Compare ▪ Assess

BTEC external assessment:

Health and social care BTEC is largely internally assessed non-examination assessment. There is one externally assessed core unit. The grades that students' can achieve are pass, merit, distinction and distinction*.

▪ 75% of the qualification is theory based that is internally assessed by coursework and assignments.

▪ 25 % of the qualification is externally assessed

SMSC in Health and social care

Our department endeavour to deliver all aspects of the spiritual, moral, social and cultural agenda. The department identified a number of core values which we believe are crucial to every learner, ensuring they are a well-rounded individual with suitable qualities for life-long learning. The six core values are equality; friendship; respect; determination; courage and excellence. These values have been successfully applied to all of our lessons to develop a range of behaviours, qualities and inter-personal skills.