

Health and Social Care

KS4 Curriculum Plan					
TOPIC	LP1	LP2	LP3	LP4	LP5
	Component 1: Human Lifespan Development [coursework unit]	Component 1: Human Lifespan Development [coursework unit]	Component 2: Health and Social Care Services and Values [coursework unit]	Component 2: Health and Social Care Services and Values [coursework unit]	Component 3 - Health and Wellbeing [External Exam]
Knowledge	<p>Learning Aim A: Understand human growth and development across life stages and the factors that affect it</p> <p>Leamers will explore different aspects of growth and development across the life stages using the physical, intellectual, emotional and social (PIES) classification.</p> <p>Leamers will explore the different factors that can affect an individual's growth and development. Different factors will impact on different aspects of growth and development</p>	<p>Learning outcome B: Understand how individuals deal with life events</p> <p>Leamers will explore life events that occur in an individual's life. Leamers will explore the different events that can impact on people's PIES development.</p> <p>Leamers will explore how individuals can adapt or be supported through changes caused by life events. People may react very differently to the same type of event.</p>	<p>Learning outcome A: Understand the different types of health and social care services and barriers to accessing them.</p> <p>Leamers will explore a range of healthcare conditions and how they can be managed by the individual and the different healthcare services that are available.</p> <p>Leamers will explore the skills and attributes that are required when delivering care.</p>	<p>Learning Aim B: Understand the skills, attributes and values required to give care.</p> <p>Leamers will explore the skills and attributes that are required when delivering care</p> <p>Leamers will explore the values that are required when planning and delivering care.</p> <p>Leamers will explore the personal obstacles that individuals requiring and receiving care may face.</p> <p>Leamers will explore how skills, attributes and values benefit individuals when receiving care.</p>	<p>Learning Aim A and B: Factors that affect health and wellbeing.</p> <p>Leamers will explore how factors can affect an individual's health and wellbeing positively or negatively. This links to and extends knowledge and understanding of human lifespan development including life events, covered in Component 1. Here, however, the focus is on the current health and wellbeing of individuals.</p> <p>Leamers will explore how physiological indicators are used to measure health.</p> <p>Leamers will explore how lifestyle choices determine physical health.</p>
	Procedural Knowledge	<p>Investigate development, apply knowledge to real live situations, explore PIES and link to individual experiences, describe life choices and begin to explore the consequences of these, apply care values to real life scenarios.</p> <p>Students will write a report to illustrate how people change over different life stages. Students will research and gather the required evidence for their coursework/case study task. Students will use case studies and learn to interpret what care needed are needed the individual within their coursework task.</p> <p>Students will use ICT to access research surrounding PIES and specialist care available for the scenario on the coursework.</p>			
Key Vocab	<p>T2: physical, intellectual, emotional, social, infancy, childhood, adolescence, adulthood</p> <p>T3: factors, lifestyle, life event, bereavement, formal support, informal support, economic factors</p>	<p>Impact, PIES, health, wellbeing, accident, injury, marriage, civil partnership, divorce, separation, parenthood, bereavement, exclusion, redundancy, imprisonment, standard of living, retirement.</p> <p>Resilience, self-esteem, emotional intelligence, disposition, traits, positive, negative, professional, services, voluntary, faith-based, organisations, multi-agency, social services, children's services, justice system, multidisciplinary working, GP, occupational therapist, endorsed, practical, transport</p>	<p>Healthcare, conditions, services, arthritis, cardiovascular, diabetes, dementia, obesity, respiratory, asthma, chronic obstructive pulmonary disease (COPD), additional needs, sensory impairments, primary, secondary, tertiary, GP out-of-hours services, specialist medical care, rheumatology, respiratory, endocrinology, oncology, transplant, physiotherapy, multidisciplinary team, referral.</p> <p>Social care, vulnerability, disability, foster care, residential care, respite care, domiciliary care, informal, voluntary</p> <p>Barriers, physical, hearing loops, Interpreters, braille, social stigma, campaigns, clinics, collaborations, impairment, interpretation, advocates, geographical barriers, distance, home/community visits, health passports, quiet clinics, exemption certificates, scheme, vouchers</p>	<p>Skill, attributes, values, problem solving, observation, situations, organisation, empathy, patience, trustworthy, the 6 Cs - care, compassion, competence, communication, courage, commitment, obstacles, prevent, action, motivation, psychological, constraints, amenities, unachievable, unrealistic, addiction, quality, person-centred, respect, discrimination, independence, harm, complaints, dignity, privacy, confidentiality, rights</p>	<p>Physical, lifestyle, social, cultural, factors, inherited, sensory impairments, nutrition, substance misuse, inclusion, exclusion, discrimination, cultural, positive, negative, sexual orientation, employment, inheritance, location, environment, pollution, circumstances</p> <p>heart rate, blood pressure, body max index (BMI), abnormal, risk, nutrition, substance misuse, person centred approach, preference, satisfaction, consumption, formal support, informal support</p> <p>Question command verbs: Complete, discuss, explain, give, identify, state</p>

Year 11	TOPIC	LP1	LP2	LP3	LP4	LP5
		Component 1: Human Lifespan Development knowledge focus	Component 2: Health and Social Care Services and Values knowledge focus	Component 3 - Health and Wellbeing [External Syntopic]	Component 3 - Health and Wellbeing [External Syntopic]	
	Knowledge	<p>Learning Aim A: Understand Human Growth and Development across all life stages and the factors that affect it</p> <p>Students will explore the different factors that can affect and individuals growth and development. Different factors will impact on different aspects of growth and development.</p> <p>Leamers will explore the values that are required when planning and delivering care.</p> <p>Leamers will explore the personal obstacles that individuals requiring and receiving care may face.</p> <p>Leamers will explore how skills, attributes and values benefit individuals when receiving care.</p>	<p>Learning Aim B: Understand the skills, attributes and values required to give care.</p> <p>Leamers will explore the skills and attributes that are required when delivering care</p> <p>Leamers will explore the values that are required when planning and delivering care.</p> <p>Leamers will explore the personal obstacles that individuals requiring and receiving care may face.</p> <p>Leamers will explore how skills, attributes and values benefit individuals when receiving care.</p>	<p>Learning Aim c: Person Centred health and wellbeing improvement plan:</p> <p>Leamers will explore the use of the person-centred approach in health and social care settings. This links to, and consolidates, knowledge and understanding from Component 2 on the skills, attributes and values that contribute to care</p> <p>Recommendations and actions to improve health and wellbeing:</p> <p>Leamers will explore recommendations and actions that are aimed at improving health and wellbeing, alongside support available for achieving this. This links to, and consolidates, knowledge and understanding from Component 1 on sources and types of support, and Component 2 on health and social care services, and also skills, attributes and values that</p>	<p>Learning Aim c: Barriers and obstacles to following recommendations</p> <p>Leamers will explore the barriers and obstacles that individuals can face when following recommendations and the unique ways that they may be overcome. To do this, they will need to make links to and build on their prior knowledge and understanding from Component 2, in particular, barriers to accessing services and the personal obstacles individuals may face.</p>	
	Procedural Knowledge	<p>Investigate development, apply knowledge to real live situations, explore PIES and link to individual experiences, describe life choices and begin to explore the consequences of these, apply care values to real life scenarios.</p> <p>Students will write a report to illustrate how people change over different life stages. Students will research and gather the required evidence for their coursework/case study task. Students will use case studies and learn to interpret what care needed are needed the individual within their coursework task.</p> <p>Students will use ICT to access research surrounding PIES and specialist care available for the scenario on the coursework.</p> <p>Students will draw upon their knowledge from Component 1 and 2 for their Component 3 work, using identifying factors, describing skills and specialist support and explaining the impact of types of care and approaches.</p>				
	Key Vocab	<p>Growth and development, life stages, physical, intellectual, emotional, social (PIES), characteristics, infancy, childhood, adolescence, early adulthood, adolescence, middle adulthood, later adulthood, wellbeing, attachment, security, dependence, gross motor skills, fine motor skills, interdependence, relationships, socialisation, puberty, primary and secondary sexual characteristics, self image, self esteem, formal, informal, sexual maturity, fertile, menopause, retire, cognitive ability, bereavement</p> <p>Factors, inherited, illness and disease, mental ill health, anxiety, stress, obesity, disabilities, impairments, lifestyle, nutrition, substance misuse, unsupportive, peers, colleagues, inclusion, exclusion, bullying, discrimination, religion, gender, identity, community, race, exposure, pollution, employment financial, income, inheritance, savings</p> <p>Superficial, limited, adequate, comprehensive</p>	<p>Healthcare, conditions, services, arthritis, cardiovascular, diabetes, dementia, obesity, respiratory, asthma, chronic obstructive pulmonary disease (COPD), additional needs, sensory impairments, primary, secondary, tertiary, GP out-of-hours services, specialist medical care, rheumatology, respiratory, endocrinology, oncology, transplant, physiotherapy, multidisciplinary team, referral.</p> <p>Social care, vulnerability, disability, foster care, residential care, respite care, domiciliary care, informal, voluntary</p> <p>Barriers, physical, hearing loops, Interpreters, braille, social stigma, campaigns, clinics, collaborations, impairment, interpretation, advocates, geographical barriers, distance, home/community visits, health passports, quiet clinics, exemption certificates, scheme, vouchers</p>	<p>Barriers, emotional, psychological, constraints, resources, unachievable, support</p> <p>Question command verbs: complete, discuss, explain, give, identify, state</p>	<p>Barriers, emotional, psychological, constraints, resources, unachievable, support</p> <p>Question command verbs: complete, discuss, explain, give, identify, state</p>	