

Programme of study – Health and Social Care Year 10 and 11

2020-21

Subject Intent

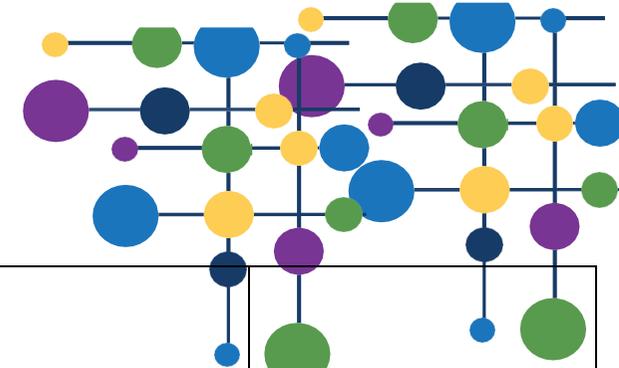
About 3 million people in the UK work in health and social care, that is equivalent to 1 in every 10 people. Demand for both health and social care is likely to continue to rise due to the ageing population, so it is sure to continue to play a key role in UK society. The demand for people to fill these vital jobs will continue to increase. Our rationale is to provide a fluid and dynamic knowledge rich KS4 option curriculum, which gives learners, access and progress to KS5 and beyond. This course will help learners to develop key transferable skills and knowledge such as self-evaluation and research skills.

Learners will study how people grow and develop over the course of their lives from infancy to old age, and the factors that may affect this, such as major life events like marriage or parenthood. Learners will analyse this impact from a positive and negative viewpoint, demonstrating empathy. They may apply this to a person of their choice. Learners will understand how people adapt to these changes and the local and national health and social care support that is available to them. Learners will also research health and social care services in their local community. They will look at how people access the local health and social care services provided and the support that is given in the local community. Learners will be given the opportunity to demonstrate and apply the key care values to scenarios. Learners will develop skills in measuring and interpreting data about someone's physiological health to design a care plan that will allow them to analyse and improve their health and wellbeing. Overall, learners will be given the opportunity to self reflect about choices they make and how they affect others.

Year group	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6



10	<p>Component 1A Human Lifespan development</p> <p>Main lifestages</p> <p>Areas of growth and development</p> <p>Physical development – types</p> <p>Physical development in early infancy and early childhood</p> <p>Physical development in adolescence and early adulthood</p> <p>Physical development in middle and later adulthood</p>	<p>Component 1A Human Lifespan development</p> <p>Intellectual development</p> <p>Language development</p> <p>Emotional development in infancy and early adulthood</p> <p>Emotional development in adolescence and adulthood</p> <p>Social development in infancy and early adulthood</p> <p>Social development in adolescence and adulthood</p> <p>Physical factors</p> <p>Lifestyle</p> <p>Social and cultural factors</p> <p>Relationships and isolation</p>	<p>Component 1B Human Lifespan development</p> <p>Life events</p> <p>Physical events</p> <p>Relationship changes</p> <p>Life circumstances</p> <p>Dealing with life events</p> <p>Adapting to change</p> <p>Types of support</p> <p>Informal support</p>	<p>Component 1B Human Lifespan development</p> <p>Types of support</p> <p>Informal support</p> <p>Professional sources of support</p> <p>Voluntary sources of support</p> <p>Learning Aim B assessment</p>	<p>Component 2A Health and Social Care services and values</p> <p>Primary care</p> <p>Secondary and tertiary care</p> <p>Services for children, young people with specific needs</p> <p>Services for older adults</p>	<p>Component 2A Health and Social Care services and values</p> <p>Informal social care</p> <p>Physical, sensory, social, cultural and psychological barriers</p> <p>Language, geographical and intellectual barriers</p> <p>Resources barriers for service providers</p> <p>Financial barriers</p> <p>Learning aim A assessment</p>
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11	<p>Component 2B Health and Social Care services and values</p> <p>Empowering and promoting independence</p> <p>Respect for others</p> <p>Maintaining confidentiality and preserving dignity</p> <p>Safeguarding</p> <p>Promoting anti-discriminatory practice</p>	<p>Component 2B Health and Social Care services and values</p> <p>Applying care values in a compassionate way</p> <p>Working together</p> <p>Making mistakes</p> <p>Reviewing own application of care values</p> <p>Receiving and using feedback</p> <p>Learning Aim B assessment</p>	<p>Component 3A Health and Well Being</p> <p>Factors that affect health and well being</p> <p>Genetic inheritance</p> <p>Ill health</p> <p>Diet,Exercise,Drugs,Personal hygiene</p> <p>Social interactions</p> <p>Stress</p> <p>Financial resources</p> <p>Environmental conditions</p> <p>The impact of life events relating to relationship change and life circumstances</p>	<p>Component 3B Health and Well Being</p> <p>Interpreting health indicators</p> <p>Pulse rate, blood pressure, peak flow and BMI</p> <p>Using published guidelines to interpret health indicators</p> <p>Interpreting lifestyle data on</p> <ul style="list-style-type: none"> • Smoking • Alcohol • Inactivity 	<p>Component 3C Health and Well Being</p> <p>Person-Centred health and wellbeing improvement plans</p> <p>Recommended actions to improve health and well being</p> <p>Short and long term targets</p> <p>Sources of support</p> <p>Potential obstacles to implementing plans</p> <p>Emotional and Psychological obstacles</p> <p>Time constraints</p> <p>Availability of resources</p> <p>Unachievable targets</p>	EXAM



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