



# KS4 Curriculum Content

**Health and  
Social care**

Year 10	Half Term 1 September - October	Half Term 2 October - December	Half Term 3 January - February
	<p><b>Topic Component 1A1 Human growth and development across life stages</b></p> <p>Knowledge  <b>Learners will explore main life stages in human development and link to physical, intellectual, emotional and social factors for each life stage:</b></p> <ul style="list-style-type: none"> <li>• infants (birth to 2 years)</li> <li>• early childhood (3–8 years)</li> <li>• adolescence (9–18 years)</li> <li>• early adulthood (19–45 years)</li> <li>• middle adulthood (46–65 years)</li> <li>• later adulthood (65+ years).</li> </ul> <p><b>• PIES growth and development in the main life stages:</b></p> <ul style="list-style-type: none"> <li>• physical growth and development across the life stages, including gross and fine motor skills, growth patterns, primary and secondary sexual characteristics, menopause, loss of mobility, muscle tone/strength and skin elasticity</li> <li>• intellectual/cognitive development across the life stages, including language development, problem solving, abstract and creative thinking, development/loss of memory and recall</li> <li>• emotional development across the life stages, including bonding and attachment, independence and self-esteem, security, contentment, self-image</li> </ul>	<p><b>Topic Component 1 A2 Factors affecting growth and development</b></p> <p>Knowledge  <b>Learners 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.</b></p> <ul style="list-style-type: none"> <li>• Physical factors, to include: <ul style="list-style-type: none"> <li>• genetic inheritance or experience of illness and disease</li> <li>• diet and lifestyle choices</li> <li>• appearance.</li> </ul> </li> <li>• Social and cultural factors, to include: <ul style="list-style-type: none"> <li>• culture, e.g. community involvement, religion, gender roles and expectations</li> <li>• educational experiences</li> <li>• the influence of role models</li> <li>• the influence of social isolation</li> <li>• personal relationships with friends and family.</li> <li>• Economic factors, to include: income/wealth and material possessions.</li> </ul> </li> </ul> <p>Skills</p> <p>For Health and Social Care students the employability skills you will develop include the ability to:</p> <ul style="list-style-type: none"> <li>• draw together, analyse and critically evaluate information</li> <li>• communicate effectively with individuals, groups and organisations</li> </ul>	<p><b>Topic Component 2 A1 Health and social care services</b></p> <p>Knowledge  <b>Learners will explore the health and social care services that are available and why individuals may need to use them.</b></p> <ul style="list-style-type: none"> <li>• <b>Different health care services and how they meet service user needs:</b> <ul style="list-style-type: none"> <li>• primary care, e.g. GPs, dental care, optometry, community health care</li> <li>• secondary and tertiary care, e.g. specialist medical care</li> <li>• allied health professionals, e.g. physiotherapy, occupational therapy, speech and language therapy, dieticians.</li> </ul> </li> <li>• <b>Different social care services and how they meet service user needs:</b> <ul style="list-style-type: none"> <li>• services for children and young people, e.g. foster care, residential care, youth work</li> <li>• services for adults or children with specific needs (learning disabilities, sensory impairments, long-term health issues), e.g. residential care, respite care, domiciliary care</li> <li>• services for older adults, e.g. residential care, domiciliary care</li> <li>• the role of informal social care provided by relatives, friends and neighbours.</li> </ul> </li> </ul> <p>Skills</p>

	<ul style="list-style-type: none"> <li>social development across the life stages, including the formation of relationships with others and the socialisation process.</li> </ul> <p><b>Skills</b></p> <p>For Health and Social Care students the employability skills you will develop include the ability to:</p> <ul style="list-style-type: none"> <li>draw together, analyse and critically evaluate information</li> <li>communicate effectively with individuals, groups and organisations</li> <li>produce accurate records and make informed decisions</li> <li>think logically and propose reasoned solutions</li> <li>put together well-judged arguments and question assumptions</li> <li>manage time, learn independently and use ICT effectively</li> <li>work as part of a team and take on responsibility</li> <li>write concisely, clearly and accurately</li> <li>interpret, use and evaluate various types of data</li> <li>relate knowledge gained to situations in health and social care</li> </ul> <p>Assessment Point 1 Testing knowledge and understanding of course</p>	<ul style="list-style-type: none"> <li>produce accurate records and make informed decisions</li> <li>think logically and propose reasoned solutions</li> <li>put together well-judged arguments and question assumptions</li> <li>manage time, learn independently and use ICT effectively</li> <li>work as part of a team and take on responsibility</li> <li>write concisely, clearly and accurately</li> <li>interpret, use and evaluate various types of data</li> <li>relate knowledge gained to situations in health and social care</li> </ul> <p>Assessment Point 2 Testing knowledge and understanding of course thus far C1A Coursework produced to be submitted to the exam Board</p>	<p>For Health and Social Care students the employability skills you will develop include the ability to:</p> <ul style="list-style-type: none"> <li>draw together, analyse and critically evaluate information</li> <li>communicate effectively with individuals, groups and organisations</li> <li>produce accurate records and make informed decisions</li> <li>think logically and propose reasoned solutions</li> <li>put together well-judged arguments and question assumptions</li> <li>manage time, learn independently and use ICT effectively</li> <li>work as part of a team and take on responsibility</li> <li>write concisely, clearly and accurately</li> <li>interpret, use and evaluate various types of data</li> <li>relate knowledge gained to situations in health and social care</li> </ul>
<p>Vocabulary Links</p>	<p>Empowering and promoting independence Respect for the individual Maintaining confidentiality Preserving dignity Effective communication Safeguarding and duty of care Promoting anti-discriminatory practice Infancy Early childhood Adolescence Early adulthood Middle adulthood Later adulthood Physical development Intellectual development Language development</p>	<p>Empowering and promoting independence Respect for the individual Maintaining confidentiality Preserving dignity Effective communication Safeguarding and duty of care Promoting anti-discriminatory practice Infancy Early childhood Adolescence Early adulthood Middle adulthood Later adulthood Physical development Intellectual development Language development Emotional development Social</p>	<p>Empowering and promoting independence Respect for the individual Maintaining confidentiality Preserving dignity Effective communication Safeguarding and duty of care Promoting anti-discriminatory practice Infancy Early childhood Adolescence Early adulthood Middle adulthood Later adulthood Physical development Intellectual development Language development Emotional development Social</p>

	Emotional development Social development Physical factors Social/cultural factors Economic factors Physical events Relationship changes Life circumstances Sources of support Types of support	development Physical factors Social/cultural factors Economic factors Physical events Relationship changes Life circumstances Sources of support Types of support	development Physical factors Social/cultural factors Economic factors Physical events Relationship changes Life circumstances Sources of support Types of support
Assessment Objectives	<b>A1</b>	<b>A2</b>	<b>B1 + B2</b>
<b>Year 10</b>	Half Term 4 February – March	Half Term 5 April - May	Half Term 6 June - July
	<p>Topic Component 2 <b>B1 Care values</b></p> <p>Knowledge <b>Learners will explore barriers that can make it difficult to use these services and how these barriers can be overcome.</b></p> <ul style="list-style-type: none"> <li>• Types of barrier and how they can be overcome by the service providers or users: <ul style="list-style-type: none"> <li>• physical barriers, e.g. issues getting into and around the facilities</li> <li>• sensory barriers, e.g. hearing and visual difficulties</li> <li>• social, cultural and psychological barriers, e.g. lack of awareness, differing cultural beliefs, social stigma, fear of loss of independence, language barriers, e.g. differing first language, language impairments</li> <li>• geographical barriers, e.g. distance of service provider, poor transport links o intellectual barriers, e.g. learning difficulties</li> <li>• resource barriers for service provider, e.g. staff shortages, lack of local funding, high local demand</li> </ul> </li> </ul>	<p>Topic Component 2 <b>A2 Barriers to accessing services</b></p> <p>Knowledge <b>Learners will explore barriers that can make it difficult to use these services and how these barriers can be overcome.</b></p> <ul style="list-style-type: none"> <li>• Types of barrier and how they can be overcome by the service providers or users: <ul style="list-style-type: none"> <li>• physical barriers, e.g. issues getting into and around the facilities</li> <li>• sensory barriers, e.g. hearing and visual difficulties</li> <li>• social, cultural and psychological barriers, e.g. lack of awareness, differing cultural beliefs, social stigma, fear of loss of independence, language barriers, e.g. differing first language, language impairments</li> <li>• geographical barriers, e.g. distance of service provider, poor transport links o intellectual barriers, e.g. learning difficulties</li> <li>• resource barriers for service provider, e.g. staff shortages, lack of local funding, high local demand</li> <li>• financial barriers, e.g. charging for services, cost of transport, loss of income while accessing services.</li> </ul> </li> </ul>	<p>Topic Component 3 <b>A1 Factors that affect health and wellbeing</b></p> <p>Knowledge Learners will explore how factors can affect an individual's health and wellbeing positively or negatively. This links to, and extends, knowledge and understanding of life events covered in Component 1, but here the focus is on health and wellbeing.</p> <ul style="list-style-type: none"> <li>• Definition of health and wellbeing: a combination of physical health and social and emotional wellbeing, and not just the absence of disease or illness.</li> <li>• Physical and lifestyle factors that can have positive or negative effects on health and wellbeing: <ul style="list-style-type: none"> <li>• genetic inheritance, including inherited conditions and predisposition to other conditions</li> <li>• ill health (acute and chronic)</li> <li>• diet (balance, quality and amount)</li> <li>• amount of exercise</li> <li>• substance use, including alcohol, nicotine, illegal drugs and misuse of prescribed drugs o personal hygiene.</li> <li>• Social, emotional and cultural factors that can have positive or negative effects on health and wellbeing:</li> </ul> </li> </ul>

- financial barriers, e.g. charging for services, cost of transport, loss of income while accessing services.

Topic Component 2 **Topic B2**  
**Reviewing own application of care values** Learners will reflect on own application of care values, including using teacher or service-user feedback.

Knowledge

Key aspects of a review:

- identifying own strengths and areas for improvement against the care values
- receiving feedback from teacher or service user about own performance
- responding to feedback and identifying ways to improve own performance.

Skills

For Health and Social Care students the employability skills you will develop include the ability to:

- draw together, analyse and critically evaluate information
- communicate effectively with individuals, groups and organisations
- produce accurate records and make informed decisions
- think logically and propose reasoned solutions
- put together well-judged arguments and question assumptions
- manage time, learn independently and use ICT effectively

Skills

For Health and Social Care students the employability skills you will develop include the ability to:

- draw together, analyse and critically evaluate information
- communicate effectively with individuals, groups and organisations
- produce accurate records and make informed decisions
- think logically and propose reasoned solutions
- put together well-judged arguments and question assumptions
- manage time, learn independently and use ICT effectively
- work as part of a team and take on responsibility
- write concisely, clearly and accurately
- interpret, use and evaluate various types of data
- relate knowledge gained to situations in health and social care

Assessment AP2 Assessment to test progress

C2B Coursework produced to be submitted to the exam Board

- social interactions, e.g. supportive/unsupportive relationships, social integration/isolation
- stress, e.g. work-related
- willingness to seek help or access services, e.g. influenced by culture, gender, education.
- Economic factors that can have positive or negative effects on health and wellbeing: o financial resources.
- Environmental factors that can have positive or negative effects on health and wellbeing:
- environmental conditions, e.g. levels of pollution, noise o housing, e.g. conditions, location.
- The impact of life events relating to relationship changes and changes in life circumstances.

Skills

For Health and Social Care students the employability skills you will develop include the ability to:

- draw together, analyse and critically evaluate information
- communicate effectively with individuals, groups and organisations
- produce accurate records and make informed decisions
- think logically and propose reasoned solutions
- put together well-judged arguments and question assumptions
- manage time, learn independently and use ICT effectively
- work as part of a team and take on responsibility
- write concisely, clearly and accurately
- interpret, use and evaluate various types of data

	<ul style="list-style-type: none"> <li>work as part of a team and take on responsibility</li> <li>write concisely, clearly and accurately</li> <li>interpret, use and evaluate various types of data</li> <li>relate knowledge gained to situations in health and social care</li> </ul>		<ul style="list-style-type: none"> <li>relate knowledge gained to situations in health and social care</li> </ul>
	<p>Assessment AP3 Assessment to test progress Component 2 Coursework- CARE VALUES</p>		<p>Assessment AP3 Assessment to test progress made C2A Coursework produced to be submitted to the exam Board</p>
Vocabulary Links	NHS careers Responsibilities Skills Attributes Experience Primary care Secondary care Tertiary care Allied health professional Services for children Services for young people Services for adults or children with specific needs Services for older adults Role of informal care Physical barriers Sensory barriers Social, cultural, psychological barriers Language barriers Geographical barriers Intellectual barriers Resource barriers Financial barriers	NHS careers Responsibilities Skills Attributes Experience Primary care Secondary care Tertiary care Allied health professional Services for children Services for young people Services for adults or children with specific needs Services for older adults Role of informal care Physical barriers Sensory barriers Social, cultural, psychological barriers Language barriers Geographical barriers Intellectual barriers Resource barriers Financial barriers	NHS careers Responsibilities Skills Attributes Experience Primary care Secondary care Tertiary care Allied health professional Services for children Services for young people Services for adults or children with specific needs Services for older adults Role of informal care Physical barriers Sensory barriers Social, cultural, psychological barriers Language barriers Geographical barriers Intellectual barriers Resource barriers Financial barriers
Assessment Objectives	<b>B1</b>	<b>A2</b>	<b>B1 + B2</b>
<b>Year 11</b>	Half Term 1 September - October	Half Term 2 October - December	Half Term 3 January - February
	<p>Topic Component 3 <b>A1 Factors that affect health and wellbeing</b></p> <p>Knowledge Learners will explore how factors can affect an individual's health and wellbeing positively or negatively. This links to, and extends, knowledge and understanding of life events covered in Component 1, but here the focus is on health and wellbeing.</p> <ul style="list-style-type: none"> <li>Definition of health and wellbeing: a combination of physical health and</li> </ul>	<p>Topic Component 3 <b>B1 Physiological health indicators</b></p> <p>Knowledge Learners will interpret indicators that can be used to measure physiological health, interpreting data using published guidance.</p> <ul style="list-style-type: none"> <li>Physiological indicators that are used to measure health: o pulse (resting and recovery rate after exercise) -blood pressure, peak flow, body mass index (BMI).</li> <li>Using published guidance to interpret data relating to these physiological indicators.</li> </ul>	<p>Topic Component 3 <b>B2 Lifestyle indicators Learners will interpret lifestyle data in relation to risks posed to physical health.</b></p> <p>Knowledge Interpretation of lifestyle data, specifically risks to physical health associated with:- Smoking, alcohol consumption, inactive lifestyles.</p> <p>REVISION for FINAL EXAM</p> <p>Assessment Past Paper FINAL EXAM</p>

	<p>social and emotional wellbeing, and not just the absence of disease or illness.</p> <ul style="list-style-type: none"> <li>Physical and lifestyle factors that can have positive or negative effects on health and wellbeing: <ul style="list-style-type: none"> <li>genetic inheritance, including inherited conditions and predisposition to other conditions</li> <li>ill health (acute and chronic)</li> <li>diet (balance, quality and amount)</li> <li>amount of exercise</li> <li>substance use, including alcohol, nicotine, illegal drugs and misuse of prescribed drugs or personal hygiene.</li> </ul> </li> <li>Social, emotional and cultural factors that can have positive or negative effects on health and wellbeing: <ul style="list-style-type: none"> <li>social interactions, e.g. supportive/unsupportive relationships, social integration/isolation</li> <li>stress, e.g. work-related</li> <li>willingness to seek help or access services, e.g. influenced by culture, gender, education.</li> </ul> </li> <li>Economic factors that can have positive or negative effects on health and wellbeing: <ul style="list-style-type: none"> <li>financial resources.</li> </ul> </li> <li>Environmental factors that can have positive or negative effects on health and wellbeing: <ul style="list-style-type: none"> <li>environmental conditions, e.g. levels of pollution, noise or housing, e.g. conditions, location.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>The potential significance of abnormal readings: risks to physical health.</li> </ul> <p><b>Topic Component 3 B2 Lifestyle indicators Learners will interpret lifestyle data in relation to risks posed to physical health.</b></p> <p>Knowledge Interpretation of lifestyle data, specifically risks to physical health associated with:- Smoking, alcohol consumption, inactive lifestyles.</p> <p><b>Topic Component 3 C1 Health and wellbeing improvement plans</b></p> <p>Knowledge Learners will explore the features of health and wellbeing improvement plans. It links to, and consolidates, knowledge and understanding from Component 2, in particular support services and also care values in terms of the need for a person-centred approach.</p> <ul style="list-style-type: none"> <li>The importance of a person-centred approach that takes into account an individual's needs, wishes and circumstances.</li> <li>Information to be included in plan: - recommended actions to improve health and wellbeing, short-term (less than six months) and long-term targets and appropriate sources of support (formal and/or informal).</li> </ul> <p><b>Topic Component 3 C2 Obstacles to implementing plans Learners will explore the obstacles that individuals can face when implementing these plans and how they may be mitigated.</b></p> <p>Key aspects of a review:</p>	<p><b>Topic Component 1 B1 Different types of life event Life events are expected or unexpected events that occur in an individual's life.</b></p> <p>Knowledge <b>Learners will explore the different events that can impact on people's physical, intellectual, emotional and social development.</b></p> <ul style="list-style-type: none"> <li>Physical events, to include: <ul style="list-style-type: none"> <li>accident/injury</li> <li>ill health.</li> <li>Relationship changes, to include: <ul style="list-style-type: none"> <li>entering into relationships</li> <li>marriage</li> <li>divorce</li> <li>parenthood</li> <li>bereavement.</li> </ul> </li> <li>Life circumstances, to include: <ul style="list-style-type: none"> <li>moving house, school or job</li> <li>exclusion from education</li> <li>redundancy</li> <li>imprisonment</li> <li>retirement.</li> </ul> </li> </ul> </li> </ul> <p><b>Topic Component 1 B2 Coping with change caused by life events</b></p> <p>Knowledge <b>Learners 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.</b></p> <ul style="list-style-type: none"> <li>How individuals adapt to these changes.</li> <li>Sources of support: -family, friends, partners, professional carers and services, community groups, voluntary and faith-based organisations.</li> </ul>
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	<ul style="list-style-type: none"> <li>The impact of life events relating to relationship changes and changes in life circumstances.</li> </ul> <p><b>Skills</b></p> <p>For Health and Social Care students the employability skills you will develop include the ability to:</p> <ul style="list-style-type: none"> <li>draw together, analyse and critically evaluate information</li> <li>communicate effectively with individuals, groups and organisations</li> <li>produce accurate records and make informed decisions</li> <li>think logically and propose reasoned solutions</li> <li>put together well-judged arguments and question assumptions</li> <li>manage time, learn independently and use ICT effectively</li> <li>work as part of a team and take on responsibility</li> <li>write concisely, clearly and accurately</li> <li>interpret, use and evaluate various types of data</li> <li>relate knowledge gained to situations in health and social care</li> </ul> <p><b>Assessment AP1 Assessment to test progress made</b></p>	<ul style="list-style-type: none"> <li>identifying own strengths and areas for improvement against the care values</li> <li>receiving feedback from teacher or service user about own performance</li> <li>responding to feedback and identifying ways to improve own performance.</li> </ul> <p><b>Skills</b></p> <p>For Health and Social Care students the employability skills you will develop include the ability to:</p> <ul style="list-style-type: none"> <li>draw together, analyse and critically evaluate information</li> <li>communicate effectively with individuals, groups and organisations</li> <li>produce accurate records and make informed decisions</li> <li>think logically and propose reasoned solutions</li> <li>put together well-judged arguments and question assumptions</li> <li>manage time, learn independently and use ICT effectively</li> <li>work as part of a team and take on responsibility</li> <li>write concisely, clearly and accurately</li> <li>interpret, use and evaluate various types of data</li> <li>relate knowledge gained to situations in health and social care</li> </ul> <p><b>Assessment AP2 Assessment Mock Exam</b></p>	<ul style="list-style-type: none"> <li>Types of support: <ul style="list-style-type: none"> <li>emotional</li> <li>information and advice</li> <li>practical help, e.g. financial assistance, childcare, transport.</li> </ul> </li> </ul> <p><b>Skills</b></p> <p>For Health and Social Care students the employability skills you will develop include the ability to:</p> <ul style="list-style-type: none"> <li>draw together, analyse and critically evaluate information</li> <li>communicate effectively with individuals, groups and organisations</li> <li>produce accurate records and make informed decisions</li> <li>think logically and propose reasoned solutions</li> <li>put together well-judged arguments and question assumptions</li> <li>manage time, learn independently and use ICT effectively</li> <li>work as part of a team and take on responsibility</li> <li>write concisely, clearly and accurately</li> <li>interpret, use and evaluate various types of data</li> <li>relate knowledge gained to situations in health and social care</li> </ul> <p><b>Assessment Coursework LIFE STAGES AND LIFE EVENTS</b></p>
<p><b>Vocabulary Links</b></p>	<p>Social integration, social isolation, relationships, stress, cause and effect, consequence, physical, intellectual, emotional, social, development, barrier, culture, education, gender, sex, health, well-being, financial, resource, poverty, income, pollution, positive, negative, expected, unexpected, life events, genetic inheritance, inherited, acute,</p>	<p>Social integration, social isolation, relationships, stress, cause and effect, consequence, physical, intellectual, emotional, social, development, barrier, culture, education, gender, sex, health, well-being, financial, resource, poverty, income, pollution, positive, negative, expected, unexpected, life events, genetic inheritance, inherited, acute, chronic, condition, food</p>	



	<p>chronic, condition, food group, balance, exercise, benefit, recommendations, alcohol, nicotine, drugs, substance abuse, short term, long term, hygiene, guidance, government, excessive, prescription, misuse, supportive, unsupportive, parenthood, family, marriage, pollutants, contamination, environment, location, influence, overcrowding, limited, personal space, retirement, redundancy, imprisonment, bereavement, indicator, blood pressure, readings, data, body mass index, interpretations, peak flow, recovery, abnormal, normal, lifestyle, inactivity, activity, physiological, pulse, resting pulse, risk, calculations, organisations, care, values, empowerment, dignity, respect, communication, Anti-discriminatory practice, confidentiality, safeguarding, plan, primary, secondary, tertiary care services, formal support, informal support, obstacles, time constraint, partnerships, SMART targets</p>	<p>group, balance, exercise, benefit, recommendations, alcohol, nicotine, drugs, substance abuse, short term, long term, hygiene, guidance, government, excessive, prescription, misuse, supportive, unsupportive, parenthood, family, marriage, pollutants, contamination, environment, location, influence, overcrowding, limited, personal space, retirement, redundancy, imprisonment, bereavement, indicator, blood pressure, readings, data, body mass index, interpretations, peak flow, recovery, abnormal, normal, lifestyle, inactivity, activity, physiological, pulse, resting pulse, risk, calculations, organisations, care, values, empowerment, dignity, respect, communication, Anti-discriminatory practice, confidentiality, safeguarding, plan, primary, secondary, tertiary care services, formal support, informal support, obstacles, time constraint, partnerships, SMART targets</p>	
Assessment Objectives	<b>A1</b>	<b>B1 + B2 + C1 + C2</b>	<b>B1</b>
<b>Year 11</b>	Half Term 4 February – March	Half Term 5 April - May	
	<p>Topic Component 1 <b>B1 Different types of life event Life events are expected or unexpected events that occur in an individual's life.</b></p> <p>Knowledge <b>Learners will explore the different events that can impact on people's physical, intellectual, emotional and social development.</b></p> <ul style="list-style-type: none"> <li>Physical events, to include: <ul style="list-style-type: none"> <li>accident/injury</li> <li>ill health.</li> </ul> </li> </ul>	<p>Topic REVISION Component 3 <b>B1 Physiological health indicators</b> <b>[REVISION LESSONS FOR STUDENTS WHO NEED SECOND EXAM ATTEMPT IN MAY/JUNE]</b></p> <p>Knowledge Learners will interpret indicators that can be used to measure physiological health, interpreting data using published guidance.</p> <ul style="list-style-type: none"> <li>Physiological indicators that are used to measure health: o pulse (resting and</li> </ul>	

- Relationship changes, to include:
- entering into relationships
- marriage
- divorce
- parenthood
- bereavement.
- Life circumstances, to include:
- moving house, school or job
- exclusion from education
- redundancy
- imprisonment
- retirement.

**Topic Component 1 B2 Coping with change caused by life events**

Knowledge

**Learners 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.**

- How individuals adapt to these changes.
- Sources of support: -family, friends, partners , professional carers and services, community groups, voluntary and faith-based organisations.
- Types of support:
  - emotional
  - information and advice
  - practical help, e.g. financial assistance, childcare, transport.

Skills

For Health and Social Care students the employability skills you will develop include the ability to:

- recovery rate after exercise) -blood pressure, peak flow, body mass index (BMI).
- Using published guidance to interpret data relating to these physiological indicators.
- The potential significance of abnormal readings: risks to physical health.

**Topic Component 3 B2 Lifestyle indicators Learners will interpret lifestyle data in relation to risks posed to physical health.**

Knowledge

Interpretation of lifestyle data, specifically risks to physical health associated with:- Smoking, alcohol consumption, inactive lifestyles.

**Topic Component 3 C1 Health and wellbeing improvement plans**

Knowledge

Learners will explore the features of health and wellbeing improvement plans. It links to, and consolidates, knowledge and understanding from Component 2, in particular support services and also care values in terms of the need for a person-centred approach.

- The importance of a person-centred approach that takes into account an individual's needs, wishes and circumstances.
- Information to be included in plan: - recommended actions to improve health and wellbeing, short-term (less than six months) and long-term targets and appropriate sources of support (formal and/or informal).

**Topic Component 3 C2 Obstacles to implementing plans Learners will explore the obstacles that individuals can face**

- draw together, analyse and critically evaluate information
- communicate effectively with individuals, groups and organisations
- produce accurate records and make informed decisions
- think logically and propose reasoned solutions
- put together well-judged arguments and question assumptions
- manage time, learn independently and use ICT effectively
- work as part of a team and take on responsibility
- write concisely, clearly and accurately
- interpret, use and evaluate various types of data
- relate knowledge gained to situations in health and social care

Assessment  
Coursework LIFE STAGES AND LIFE EVENTS

Topic Component 1 **B2 Coping with change caused by life events**

Topic REVISION Component 3 **A1 Factors that affect health and wellbeing**

**[REVISION LESSONS FOR STUDENTS WHO NEED SECOND EXAM ATTEMPT IN MAY/JUNE]**

Knowledge

Learners will explore how factors can affect an individual's health and wellbeing positively or negatively. This links to, and extends, knowledge and understanding of life events covered in Component 1, but here the focus is on health and wellbeing.

- Definition of health and wellbeing: a combination of physical health and

**when implementing these plans and how they may be mitigated.**

Key aspects of a review:

- identifying own strengths and areas for improvement against the care values
- receiving feedback from teacher or service user about own performance
- responding to feedback and identifying ways to improve own performance.

Assessment AP2 Assessment Mock Exam

social and emotional wellbeing, and not just the absence of disease or illness.

• Physical and lifestyle factors that can have positive or negative effects on health and wellbeing:

- genetic inheritance, including inherited conditions and predisposition to other conditions
- ill health (acute and chronic)
- diet (balance, quality and amount)
- amount of exercise
- substance use, including alcohol, nicotine, illegal drugs and misuse of prescribed drugs o personal hygiene.
- Social, emotional and cultural factors that can have positive or negative effects on health and wellbeing:
  - social interactions, e.g. supportive/unsupportive relationships, social integration/isolation
  - stress, e.g. work-related
  - willingness to seek help or access services, e.g. influenced by culture, gender, education.
- Economic factors that can have positive or negative effects on health and wellbeing: o financial resources.
- Environmental factors that can have positive or negative effects on health and wellbeing:
  - environmental conditions, e.g. levels of pollution, noise o housing, e.g. conditions, location.

	<ul style="list-style-type: none"> <li>The impact of life events relating to relationship changes and changes in life circumstances.</li> </ul> <p>Assessment AP3 Assessment to test progress made</p>		
Vocabulary Links	<p>Social integration, social isolation, relationships, stress, cause and effect, consequence, physical, intellectual, emotional, social, development, barrier, culture, education, gender, sex, health, well-being, financial, resource, poverty, income, pollution, positive, negative, expected, unexpected, life events, genetic inheritance, inherited, acute, chronic, condition, food group, balance, exercise, benefit, recommendations, alcohol, nicotine, drugs, substance abuse, short term, long term, hygiene, guidance, government, excessive, prescription, misuse, supportive, unsupportive, parenthood, family, marriage, pollutants, contamination, environment, location, influence, overcrowding, limited, personal space, retirement, redundancy, imprisonment, bereavement, indicator, blood pressure, readings, data, body mass index, interpretations, peak flow, recovery, abnormal, normal, lifestyle, inactivity, activity, physiological, pulse, resting pulse, risk, calculations, organisations, care, values, empowerment, dignity, respect, communication, Anti-discriminatory practice, confidentiality, safeguarding, plan, primary, secondary, tertiary care services, formal support, informal support, obstacles, time constraint, partnerships, SMART targets</p>	<p>Social integration, social isolation, relationships, stress, cause and effect, consequence, physical, intellectual, emotional, social, development, barrier, culture, education, gender, sex, health, well-being, financial, resource, poverty, income, pollution, positive, negative, expected, unexpected, life events, genetic inheritance, inherited, acute, chronic, condition, food group, balance, exercise, benefit, recommendations, alcohol, nicotine, drugs, substance abuse, short term, long term, hygiene, guidance, government, excessive, prescription, misuse, supportive, unsupportive, parenthood, family, marriage, pollutants, contamination, environment, location, influence, overcrowding, limited, personal space, retirement, redundancy, imprisonment, bereavement, indicator, blood pressure, readings, data, body mass index, interpretations, peak flow, recovery, abnormal, normal, lifestyle, inactivity, activity, physiological, pulse, resting pulse, risk, calculations, organisations, care, values, empowerment, dignity, respect, communication, Anti-discriminatory practice, confidentiality, safeguarding, plan, primary, secondary, tertiary care services, formal support, informal support, obstacles, time constraint, partnerships, SMART targets</p>	

Assessment Objectives	A1	B1 + B2 + C1 + C2	
Opportunities for Reading	BTEC Tech Award Health and Social Care student book Revision Guides and workbooklets Kirklees hospital website	BTEC Tech Award Health and Social Care student book Revision Guides and workbooklets Jessy Nelson BBC Three documentary	BTEC Tech Award Health and Social Care student book Revision Guides and workbooklets
Developing Cultural Capital (exposure to very best-essential knowledge and skills of educated citizens – appreciation of human creativity and achievement.)	Applying the essential skills and knowledge to case studies	Applying the essential skills and knowledge to a celebrity of the student's choice Demonstrating the values of care in a real life scenario when acting as a Teaching Assistant in a Y7 lesson	Interviewing friends and family as to how a life event has affected them and how they adapted to it
Cross Curricular Links	Life Skills – Access to primary health care services, careers in health/social care	Physical Education – Genetic inheritance, ill health, diet, exercise, lifestyle choices, puberty, pregnancy Science – Genetic inheritance, ill health, diet, exercise Life Skills – Diet, exercise, lifestyle choices, accessing support, finances, relationships	Life Skills –accessing support for life changes

## Skills

A variety of skills will be learned and used in the course that are in great demand and highly valued by employers and colleges. These include using data, communicating findings and developing links between different parts of the subject. What's more, the practical transferable skills you will master during your studies such as self-reflection, communication, teamwork and problem solving will also support your progress in the present and the future.

In year 10 studying component 2 students will develop an insight into their own health needs and that of others. They will develop confidence as they learn how to apply and demonstrate the care values through role play. Throughout the course students will develop in a variety of ways. They will develop leadership and team working skills through a variety of group and paired activities. They will produce presentations which will develop their communication skills and confidence when speaking in front of others. Students will develop their literacy and numeracy skills. Students will develop report writing skills including being able to identify, outline, describe, explain, compare and assess (depending on the assignment they are completing). Analysis and interpretation skills will be developed in component

In component 1 the students will investigate the factors that can affect a person's growth and development, including religion and culture. Time will be spent looking at the positive and negative aspects of various religions and cultures and the impact they have on physical, intellectual, emotional and social development.

In component 2 the students will investigate the needs of different service users. We will look at a variety of different people – ages, culture, disability, etc. to broaden students understanding and knowledge of the multicultural society we live in. Students will investigate barriers that can prevent people from accessing health and social care services including culture and language and more importantly looking at how these barriers can be overcome by the service users themselves and the Health and Social Care services. In learning aim B students will learn about and demonstrate the care values including anti discriminatory practices, respect, and dignity. In component 3 students will build on and develop the skills, knowledge and understanding of cultures, etc. through case studies devised to look at care values, barriers to change, factors affecting health and well-being, etc.

In all 3 Components students will develop a variety of literacy skills including: Vocabulary and spelling – learning key terminology and its application in a variety of context. Comprehension - reading and understanding a variety of text Writing – students will have opportunities to develop a range of writing skills including analysis, discussion, evaluate, explanations, instructions, informative, persuasive, etc. Students will do this through a variety of tasks both independent and as part of a group or pair.

In Component 3 students will develop numeracy skills when analysing and interpreting physiological data including BMI, Peak flow data, and blood pressure data.

#### Assessment

Component 1 – Learning Aim A – assignment brief – students to produce a report based on an individual looking at how they grow and develop and the factors that affect them. Component 1 – Learning Aim B – assignment brief- students to produce a report based on two individuals and how a life event has impacted on their development and the support that helped them to adapt.

Component 2 – Learning Aim A – students will produce a report on one case study about two people ( currently one person due to Pearson changes to practiced due to Lockdown). They will identify and explain their needs and the health and social care services that meet those needs. Students will explain how barriers would affect the use of one of the health and social care services. They will analyse the extent to which the services meet the needs and explain how barriers can be overcome. For a distinction students will assess the suitability of the health and social care services and will give realistic suggestions for how the barriers can be overcome. Component 2 - Learning Aim B- for this assignment students will be expected to complete a role play demonstrating the care values independently in a health and social care context. They will describe the positive and negative aspects of their own demonstration and comment on aspects of feedback. To achieve a merit they will also make suggestions for improvements of own application of the care values incorporating the feedback. To achieve the distinction they will make justified and appropriate recommendations for the improvements.

Year 11 During the final year students will complete Component 3, as the synoptic component it utilises all of the work they have done in Components 1 and 2 in Years 9 and 10. This component is externally assessed through a written task worth 60 marks and completed under exam conditions over two hours. Students will sit the exam in February and if any need to re-sit they will do this in June.

Link to Exam specification on Pearson website

<https://qualifications.pearson.com/content/dam/pdf/btec-tec-awards/health-and-social-care/2017/specification-and-sample-assessments/tech-award-HSC-spec.pdf>



