



# Curriculum Information

## Health & Social Care



### What I learn about in the curriculum...

Year		Topics	How does this build on from previous learning?	The key concepts we cover
10	Autumn 1	<p>Component 1: Human growth and development</p> <p>Learning Aim A: Understand human <b>growth and development across life stages</b> and the <b>factors that affect it</b></p>	Builds on own personal experiences of growth and development, including family members	<p>The six life stages which people pass through</p> <p>Physical growth and development across the life stages</p> <p>Intellectual/cognitive development across the life stages</p> <p>Emotional development across the life stages</p> <p>Social development across the life stages</p>
	Autumn 2	<p>Component 1: Human growth and development</p> <p>Learning Aim A: Understand human <b>growth and development across life stages</b> and the <b>factors that affect it</b></p>	Builds on learning in previous term where typical development across the life stages was studied – linked to atypical development across the life stages and what may have contributed to this	<p>Physical factors which will impact on growth and development</p> <p>Social and cultural factors which will impact on growth and development</p> <p>Environmental factors which will impact on growth and development</p>

	Spring 1	<p>Component 1: Human growth and development</p> <p>Learning Aim B:  Investigate <b>how individuals deal with life events.</b></p>	<p>Builds on learning in Autumn Term 1 where the different life stages were studied – linked to events and changes that may occur within each life stage</p> <p>Builds on learning in Autumn Term 2 where factors which impact on growth and development were studied – linked to an individual’s mindset in coping with events and support available to them</p>	<p>Economic factors which will impact on growth and development</p> <p>Unexpected and expected physical events which occur in an individual’s life</p> <p>Relationship changes which occur in an individual’s life</p> <p>Unexpected and expected life circumstances</p>
	Spring 2	<p>Component 1: Human growth and development</p> <p>Learning Aim B:  Investigate <b>how individuals deal with life events.</b></p>	<p>Builds on learning in Spring Term 1</p>	<p>How individuals adapt to these life changes</p> <p>Sources of support through changes caused by life events</p> <p>Types of support through changes caused by life events</p>
	Summer 1	<p>Component 2:  Health and Social Care Services and Values</p> <p>Learning Aim A:  Understand the <b>different types of health and social care services and barriers to accessing them</b></p>	<p>Builds on learning in Autumn Term 1 &amp; 2 – linked to potential services needed in each of the life stages, and range of factors which may require individuals’ to access these</p>	<p>Primary care services</p> <p>Secondary care services</p> <p>Tertiary care services</p> <p>Social care services for children and young people</p> <p>Social care services for adults or children with specific needs</p> <p>Social care services for older adults</p>

	Summer 2	<p>Component 2:</p> <p>Health and Social Care Services and Values</p> <p>Learning Aim A:</p> <p>Understand the <b>different types of health and social care services and barriers to accessing them</b></p>	<p>Builds on learning in Autumn Term 2 – Factors may act as a barrier to accessing services</p> <p>Builds on learning in Summer Term 1 – identifying barriers to accessing the different services</p>	<p>Informal social care provided by relatives, friends and neighbours.</p> <p>Physical barriers to accessing services and ways these can be overcome</p> <p>Sensory barriers to accessing services and ways these can be overcome</p> <p>Social, cultural and psychological barriers to accessing services and ways these can be overcome</p> <p>Language barriers to accessing services and ways these can be overcome</p> <p>Geographical barriers to accessing services and ways these can be overcome</p> <p>Intellectual barriers to accessing services and ways these can be overcome</p> <p>Resource barriers for service provider</p>
11	Autumn 1	<p>Component 2:</p> <p>Health and Social Care Services and Values</p> <p><b>Learning Aim B:</b></p> <p>Demonstrate <b>care values</b> and review <b>own practice</b></p>	<p>Builds on learning in Year 10, Summer Term 1 – the role of healthcare professionals in providing effective care in a range of different health and social care settings</p>	<p>The different care values that are key to the delivery of effective health and social care services.</p> <p>Own application of care values</p> <p>Identification of own strengths and areas for improvement against the care values</p> <p>Ways to improve own performance</p>

Autumn 2	<p>Component 3:</p> <p>Health and Wellbeing</p> <p>Learning Aim B:</p> <p><b>Interpreting Health Indicators</b></p>	<p>Builds on learning in Year 10, Autumn 1 &amp; 2 – Health concerns and poor lifestyle choices across different life stages</p>	<p>Physiological indicators that are used to measure health</p> <p>Using published guidance to interpret data relating to physiological indicators</p> <p>The potential significance of abnormal readings</p> <p>Interpretation of lifestyle indicators</p>
	<p>Component 3:</p> <p>Health and Wellbeing</p> <p>Learning Aim A:</p> <p><b>Factors that affect health and wellbeing</b></p>	<p>Builds on learning in Year 10, Autumn term 2 – retrieval of factors and application to different case studies</p>	<p>Definition of health and wellbeing</p> <p>Physical and lifestyle factors that can have a positive or negative effect on health and wellbeing</p> <p>Social, emotional and cultural factors that can have a positive or negative effect on health and wellbeing</p> <p>Economic factors that can have a positive or negative effect on health and wellbeing</p> <p>Environmental factors that can have a positive or negative effect on health and wellbeing</p>
	<p>Component 3:</p> <p>Health and Wellbeing</p> <p>Learning Aim C:</p> <p><b>Person-centred health and wellbeing improvement plans</b></p>	<p>Builds on previous learning in this term; Year 10, Summer term 1; and Year 11, Autumn term 1 Supporting the needs of an individual; providing effective care; and identifying how to overcome potential barriers.</p>	<p>The impact of life events relating to relationship changes and changes in life circumstances.</p> <p>The importance of a person-centred approach</p> <p>Information to be included in a health and wellbeing plan</p> <p>Potential obstacles to implementing a health and wellbeing plan</p>

	<b>Spring 1</b>	Component 3: Health and Wellbeing		<p>Using published guidance to interpret data relating to physiological indicators &amp; Interpretation of lifestyle indicators</p> <p>Factors that can have a positive or negative effect on health and wellbeing</p> <p>Developing a health and wellbeing plan, and identifying potential obstacles to implementing a health and wellbeing plan</p>
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Spring 2		<p>Component 2:</p> <p>Health and Social Care Services and Values</p> <p><b>Learning Aim B:</b></p> <p>Demonstrate <b>care values</b> and review <b>own practice</b></p> <p>Component 3:</p> <p>Health and Wellbeing</p>		<p>Evaluating own application of care values</p> <p>Identification of own strengths and areas for improvement against the care values</p> <p>Ways to improve own performance</p> <p>Using published guidance to interpret data relating to physiological indicators &amp; Interpretation of lifestyle indicators</p> <p>Factors that can have a positive or negative effect on health and wellbeing</p> <p>Developing a health and wellbeing plan, and identifying potential obstacles to implementing a health and wellbeing plan</p>

Information

**SMSC Links**

**Spiritual Development:** Reflection on development journey or the development journey of family members

**Moral Development:** Explore barriers to individuals accessing services and how these can be overcome Analyse individual differences in accessing support and being adaptable to different life events

**Social Development:** Participate in paired, small group and whole class discussions. Examine own role in providing effective care to others in health and social care settings

**Cultural Development:** Explore a range of individual beliefs/needs and the different ways to show you respect the needs and beliefs of others; Examine non-discriminatory practice in health and social care settings

**Key Character Traits**

Perseverance

**Students are focused and organised**

- They make good attempts at all tasks set
- They use resources provided in lessons, and signposted on INSPIRE
- They follow recommended structures to ensure that work meets criteria in full
- They meet all Key Deadlines set
- They use feedback to make changes to their work
- They apply feedback to future work
- They ask questions to clarify expectations regarding their work



Resilience

**Students are positive in their approach to learning**

- They play an active part in lessons
- They look forward to lessons
- They like to be challenged
- They see new learning as an opportunity
- They make independent attempts at all criteria
- They correct errors in their work and extend on first drafts
- They are proactive in finding resources to support their learning
- They proofread their work thoroughly to correct any errors ahead of submitting for assessment
- They confidently explain tasks to others
- They are able to direct a peer to resources which support their learning



Confidence

**Students use opportunities to facilitate their learning**

They complete all formative assessment tasks  
They ask questions about their assessed work  
They can articulate clearly their own viewpoint  
They can respectfully give their opinion  
They play an active part in class discussions, and Turn and Talk activities  
They are confident at working collaboratively with others  
They demonstrate leadership skills  
They are able to explain what they have done well  
They are able to explain what they need to improve  
They are able to explain how they can improve  
They are aware of barriers to their learning and where possible, take steps to remove distractions to their learning



Self-regulation

**Students know:**

- What to do in assessment tasks
- How to write an effective written response
- How their work will be assessed/graded

**Students take action:**

- Re-drafting formative assessment work using feedback from teachers
- Revising key concepts
- Applying learning to new questions/case studies

**Students are able to explain:**






- Changes they have made
- What resources/sources of information they have used
- What they are doing differently to prepare

**Students achieve:**

- Consistent grades across components/units
- Higher-level criteria





Extra Curricular Opportunities	 <p>Read</p>	<p>Pearson BTEC Tech Award Health &amp; Social Care Student Book by Brenda Baker, Colette Burgess and Elizabeth Howarth Pearson Revise BTEC Tech Award Health and Social Care Revision Guide</p>
	 <p>Watch</p>	<p>Child of Our Time – BBC The Nine to Five with Stacey Dooley _ BBC Britain’s Hidden Hungry – BBC The Big Hospital Experiment – BBC 24 hours in A &amp; E - BBC Secret Lives of 3, 4, and 5 year olds – Channel 4 Old people’s homes for 4 year olds – Channel 4 Born to be different – Channel 4 One Born Every Minute – Channel 4 The restaurant that makes mistakes – Channel 4 Babies – Netflix Babies: Their Wonderful World – BBC Becoming You – Apple TV</p>
	 <p>Search</p>	<p><a href="https://www.stepintothenhs.nhs.uk/careers">https://www.stepintothenhs.nhs.uk/careers</a></p> <p><a href="https://www.bbc.co.uk/news/topics/ceynl49pywt/department-of-health-">https://www.bbc.co.uk/news/topics/ceynl49pywt/department-of-health-</a></p> <p><a href="https://www.theguardian.com/society/social-care+nhs">https://www.theguardian.com/society/social-care+nhs</a></p> <p><a href="https://www.independent.co.uk/topic/health-and-social-care">https://www.independent.co.uk/topic/health-and-social-care</a></p>
	 <p>Visit</p>	<p>Health and Social Care Settings</p>
	 <p>Support</p>	<p>A weekly homework/intervention club will be held after school</p> <p>Key Stage 4 H &amp; S Care Page on Inspire</p>
Assessment	<p><b>Key Stage 4</b> Title of course studied: Pearson BTEC Level 1/2 Tech Award in Health &amp; Social Care</p> <p>Course Content and assessment information:</p> <p><b>Component 1 Human Lifespan Development (30%) Coursework</b></p> <ul style="list-style-type: none"> <li>- Human growth and development across life stages</li> <li>- Factors affecting growth and development</li> <li>- Different types of life event</li> <li>- Impact caused by life events, adapting, with support, following a life event</li> <li>-</li> </ul> <p><b>Component 2 Health and Social Care Services and Values (30%) Coursework</b></p> <ul style="list-style-type: none"> <li>- Health and social care services</li> <li>- Barriers to accessing services</li> <li>- Demonstration and review of care values</li> <li>-</li> </ul> <p><b>Component 3 Health and wellbeing (40%) Externally Assessed Exam</b> This external component builds on knowledge, understanding and skills acquired and developed in Components 1 and 2. You will be given a case study and will assess an individual’s health and wellbeing, drawing on your understanding of life events from Component 1. You will design a health and wellbeing improvement plan that draws on your knowledge</p>	

of services and care values from Component 2. A task will be completed under supervised conditions. The supervised assessment period is two hours.

Use the table below to track your progress throughout your course

**Total Points Achieved:**

Use the table below to identify what your overall grade will be:

Component	Level 1 Pass	Level 1 Merit	Level 1 Distinction	Level 2 Pass	Level 2 Merit	Level 2 Distinction	Grade achieved	Points achieved
<b>Component 1:</b> Human Lifespan Development	9	15	N/A	22	29	36		
<b>Component 2:</b> Health and Social Care Values	9	15	N/A	22	29	36		
<b>Component 3:</b> Health and Wellbeing	12-17	18-23	24-29	30-35	36-41	42-48		
Number of points:	30	44	58	72	95	105		114
Overall Grade:	Level 1 Pass	Level 1 Merit	Level 1 Distinction	Level 2 Pass	Level 2 Merit	Level 2 Distinction		Level 2 Distinction *

Qualification Information

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

Ways to Support your Child in this subject

Use the information on the link above: you will find a guide to the course, the course specification there, examples of coursework, exams of past exam papers and much more.

Use the information on the Health & Social Care page on Inspire: here you will find all the lesson PowerPoints, exemplar work, hints and tips for the exam, past exam papers and mark schemes, and much more.

Support your child with gathering information on a person they know for the coursework in Component 1. This assignment asks them to describe how that person has grown and developed through the life stages and is much easier when they can write about someone they know!