

Health & Social Care Curriculum Overview Table September 2024

End Point	Key knowledge	Key skills	Key Vocabulary	Reading and Oracy	Numeracy	Common misconceptions
<p>Y10 T1 Component 1: Human lifespan development</p> <p>Human growth and development through the different life stages</p>	<p>Develop knowledge of the six life stages: Infancy, early childhood, adolescence, early adulthood, middle adulthood & older adulthood in terms of physical, intellectual, emotional and social growth & development.</p>	<p>The difference between growth and development for the different life stages and how they link to the four areas of development.</p>	<p>Physical Intellectual Emotional Social</p>	<p>Government documents. Information books. Discussions in class. Research materials. Arnett's 'theory of the emerging adult'.</p>	<p>Charts and graphs, Measures. Averages, Norms and centiles.</p>	<p>Areas of development are separate from each other.</p> <p>Individuals develop the same way through the same life stages.</p>
<p>Y10 T2 Component 1: Human lifespan development Human growth and development</p> <p>Different factors and the impact they can have on PIES growth & development</p> <p><u>Learning Aim A:</u> <u>Assessment practice</u></p>	<p>Investigate what factors can affect growth and development within the six life stages and the impact they can have on an individual's life.</p>	<p>The expectations in terms of health, lifestyle, social & cultural, relationships & isolation and economic factors can affect growth and development and the impact they can have.</p>	<p>Health Lifestyle Social/Cultural Relationships & isolation Economic</p>	<p>Discussions in class. Self-reflections. Research via news outlets. Theorists and psychologists.</p>	<p>Statistics on Government recommended guidelines on health indicators</p> <p>Nutrition data</p>	<p>Homelessness means living on the streets.</p> <p>Poverty means having no money at all.</p> <p>BMI is a guide and can give inaccurate data depending of varying factors</p>
<p>Y10 T3 Component 1: Human lifespan development</p> <p>Life events & Types of support</p>	<p>Gain an understanding of the six life stages and how they can be impacted by different life events and the type of support accessed by individuals.</p>	<p>The different factors that can impact on human growth and development including:</p> <ol style="list-style-type: none"> 1. Physical 2. Relationship changes 3. Life circumstances 4. Dealing with life events 5. Adapting to change <p>Types of support:</p> <ol style="list-style-type: none"> 1. Practical 2. Emotional 3. Informational 	<p>Factors Physical Relationship Adapting Practical Emotional Informational</p>	<p>Research nature or nurture Information books Case studies</p>	<p>Measures Interpreting data Interpreting medical figures.</p>	<p>Not being in a relationship is a negative thing.</p> <p>Adapting a task means giving them something different to do.</p>

<p>Y10 T4 Component 1: Human growth & development</p> <p>Types of support continued...</p> <p>Learning Aim B: Assessment practice</p> <p>Component 1 PSAs (Pearson Set Assignments) released x4. To be taken in the classroom under exam conditions.</p>	<p>Research the different types of practical, emotional and informational support and the impact both positive and negative they can have on an individual's growth & development.</p> <p>To complete Task 1: To discuss two given life stages in all four areas of PIES</p>	<p>How practical, emotional and information support impacts human growth and development.</p> <ol style="list-style-type: none"> 1. Formal sources of support 2. Informal sources of support 3. Voluntary sources of support 	<p>Practical Emotional Informational Formal Informal Voluntary Sources</p>	<p>BTEC award student guide Policies Discussions</p>	<p>Statistics/ government guidelines on formal and informal support</p>	<p>Students confuse the fact that each of the three types of support (practical, emotional and informational) can be formal, informal or voluntary</p>
<p>Y10 T5 Component 1: Human growth & development</p> <p>To sit the remaining 3 Component 1 PSA's</p> <p>Component 2: Health and Social Care services and values</p>	<p>To sit the remaining three Pearson Set Assignments</p> <p>Task 2: The impact of different factors on PIES in two given life stages Task 3a: The impact of life events on PIES growth & development Task 3b: How individuals adapt to a life event</p> <p>Researching the three levels of care and those that support it.</p> <ol style="list-style-type: none"> 1. Primary 2. Secondary 3. Tertiary 4. Allied health 	<p>How to sit timed PSAs in accordance with exam rules. To complete each PSA fully and to a good standard.</p> <p>Differentiating between the different levels of care and those that support them.</p>	<p>Case studies Interpretation</p> <p>Primary Secondary Tertiary Allied health</p>	<p>BTEC Tech guide Policies Discussions</p> <p>SJB Step-by-step guide to achieving top marks in Task 3b</p> <p>Hospital websites, government data, GP leaflets</p>	<p>Facts and figures relating to PSA case studies</p> <p>Government figures regarding waiting lists for different levels of care</p>	<p>There is no leeway when completing and receiving feedback for each PSA.</p> <p>Secondary care, a person can refer themself for treatment</p>
<p>Y11 T6 Component 2: Health and Social Care services and values</p> <p>Learning Aim A: Assessment practice</p>	<p>Investigate how different barriers can prevent individuals from accessing services/care. These barriers include:</p> <ol style="list-style-type: none"> 1. Physical 2. Sensory 3. Social, cultural & psychological 4. Language 5. Geographical 6. Financial 	<p>How to acknowledge/ assess potential barriers and implement ways to overcome them effectively.</p>	<p>Barriers Physical Sensory Social Cultural Psychological Language Geographical Financial</p>	<p>BTEC Tech guide Policies Discussions Case studies</p>	<p>Interpreting data and scores. Evaluating figures based on geographical areas</p>	<p>No planning is necessary for PSA's because I don't know the question, so how can I plan?</p>

<p>Y11 T1</p> <p>Component 2: Health and Social Care services and values</p> <p>Learning Aim B: Practice assessment</p>	<p>To research and gain understanding of the following service and values:</p> <ol style="list-style-type: none"> 1. Empowering & promoting independence 2. Respect for others 3. Maintaining confidentiality 4. Safeguarding and duty of care 5. Promoting anti-discriminatory practice 6. Applying values in a compassionate way 7. Working together 8. Making mistakes 9. Reviewing own application of care values 10. Receiving/ reviewing feedback 	<p>Evaluating information provided to determine whether appropriate services and values have been implemented to meet specific criteria determined by case studies provided.</p> <p>Producing documentation using the required information to show a competent level of understanding with regards to care planning and maintaining the rights of the individual.</p>	<p>Evaluation Documentation Empowering Promoting Independence Respect Confidentiality Safeguarding Duty of care Anti-discriminatory Compassionate Reviewing Application</p>	<p>Case studies BTEC Tech in H&SC book Government guidelines for services and values</p>	<p>Interpreting data Scoring in risk assessing - when determining possible risk of the individual</p>	<p>When discussing patient confidentiality, 'What's said in the room, stays in the room'. Absolutely not!</p> <p>Four times confidentiality MUST be broken:</p> <ol style="list-style-type: none"> 1. If they say they are going to harm themselves 2. If they threaten to harm others 3. If they state they are going to commit a serious crime 4. Any type of safeguarding issue
<p>Y11 T2</p> <p>Component 2: Health & Social Care services and values</p> <p>5x Pearson Set Assignments released for completion</p>	<p>To complete the 5x Pearson Set Assignments entitled:</p> <ol style="list-style-type: none"> 1. How health care services work together to meet individual's needs 2. How social care services meet the needs of the individual 3. Barriers an individual could face when accessing health and social care services 4. How healthcare professionals demonstrate the skills, attributes and values required 	<p>To adequately evaluate the key requirements from the information provided to complete the 5x Pearson Set Assignments in line with their academically set target grades.</p> <p>To show a level of competence and understanding when meeting the requirements for the PSA's in line with their ability.</p>	<p>Assignments Barriers Obstacles Accessing Individual Requirements</p>	<p>Case studies Pearson Set Assignments Previous notes accumulated from prior learning</p>	<p>Analysis of data provided by Pearson in order to complete the PSAs set.</p>	<p>There will be no opportunity for feedback in order to improve on completed PSAs.</p> <p>As long as the deadlines are met there is time for one set of feedback to be provided and time for improvements to be made.</p>

	<p>when delivering care to an individual</p> <p>5. How skills, attributes and values of care professionals can help an individual to overcome potential obstacles</p>					
<p>Y11 T3 Component 3: Health and wellbeing - Exam unit</p>	<p>To enhance the previous basic knowledge on the following areas:</p> <ol style="list-style-type: none"> 1. Genetic inheritance 2. Ill health 3. Diet 4. Exercise 5. Substance misuse 6. Personal hygiene 7. Social interactions 8. Stress 9. Willingness to seek help or access services 10. Financial resources 11. Environmental conditions 12. Housing <p>The impact of life events relating to relationship changes.</p> <p>The impact of life events relating to changes in life circumstances</p>	<p>To enhance depth of knowledge in the stated areas in preparation for the Component 3 exam in May 2025.</p> <p>To be able to independently research the topics and show the ability to deepen understanding autonomously.</p>	<p>Genetic inheritance Substance misuse Financial resources Environmental conditions Housing Access services Relationships Life circumstances</p>	<p>BTEC Tech in H&SC book Internet - websites H&SC revision book</p>	<p>Facts and figures with regards to substance misuse.</p> <p>Genetic inheritance grids determine ratio of affected individuals per inherited alleles</p>	<p>Living in a particular area will make the individual behave/act in a certain way.</p> <p>Stereotypes: single parent families, collecting benefits, quality of housing</p>
<p>Y11 T4 Component 3: Health and wellbeing - exam unit</p> <p>Health indicators and interpreting data</p>	<p>Learning to interpret health indicator data and interpreting the results when diagnosing a patient.</p> <p>Health indicators to include:</p> <ol style="list-style-type: none"> 1. Resting pulse rate and recovery rate after exercise 	<p>Use published government guidelines to interpret a variety of health indicators.</p> <p>Interpretation of health indicators in determining diagnosis. To be able to interpret different lifestyle data to include:</p>	<p>Government guidelines Health indicators Diagnosis Resting pulse rate Recovery rate Peak flow BMI Blood pressure Abnormal readings</p>	<p>Government guidelines BTEC Tech in H&SC book H&SC Revision guide</p>	<p>Data analysis of a variety of health indicators</p> <p>Determine abnormal data readings to help diagnose a variety of illnesses.</p>	<p>If you have a high BMI you are automatically obese and at risk of ill health and a low BMI means you are malnourished and unhealthy.</p> <p>Students need to be aware of muscle mass as well as athletic individuals having</p>

	<ol style="list-style-type: none"> 2. Blood pressure 3. Peak flow 4. Body Mass Index <p>Using published guidelines to interpret health indicators.</p> <p>Determine risks to physical health of abnormal readings</p> <p>Interpreting data to include:</p> <ol style="list-style-type: none"> 1. Interpreting lifestyle data 2. Interpreting lifestyle data on smoking 3. Interpreting lifestyle data on alcohol 4. Interpreting lifestyle data on inactivity <p><u>Learning Aim B: Practice assessment</u></p> <p>The importance of a person-centred approach. Recommended actions to improve health and wellbeing</p>	<ol style="list-style-type: none"> 1. Smoking 2. Alcohol 3. Inactivity <p>Using the data provided to recommend appropriate actions to improve the individual's health and wellbeing.</p>	<p>Person-centred approach</p>		<p>Interpretation of different health indicator charts.</p>	<p>low body fat.</p>
<p>Y11 T5 Component 3: Health and wellbeing</p>	<p>Individuals need to be able to identify potential obstacles when trying to implement plans for individual case studies.</p> <p>Potential obstacles to implementing plans to include:</p> <ol style="list-style-type: none"> 1. Emotional/psychological obstacles 2. Time constraints 3. Availability of resources 4. Unachievable 	<p>Students are able to produce adequate plans taking into account several obstacles and determining steps to put in place to overcome them.</p> <p>Students will need to be able to adapt scenarios to insure the best possible outcome for the patient they have been given.</p>	<p>Obstacles Psychological Time constraints Unachievable targets Adequate Scenarios Implementing</p>	<p>BTEC Tech H&SC book H&SC Revision guide Past papers Moderators reports Mark schemes</p>	<p>Practising health indicator data. Determining from data where abnormalities have arisen and the implications.</p>	<p>Once they have sat the H&SC exam they will have nothing to do in their lessons. This is not the case and they will be given revision material from other subjects to utilise in these sessions.</p>

<p><u>Learning Aim C: Practice assessment</u></p>	<p>targets 5. Lack of support</p> <p>Ability/disability and addiction.</p> <p>Barrier to accessing identified services.</p> <p><u>Remaining time to be allocated to the revision program - see revision guide.</u></p> <p><u>Exam usually around the 8th May</u></p>					
<p>Y11 T6</p>	<p><u>No lessons required as health and social exam will have already been sat</u></p>	<p><u>No lessons required as health and social exam will have already been sat</u></p>	<p><u>No lessons required as health and social exam will have already been sat</u></p>	<p><u>No lessons required as health and social exam will have already been sat</u></p>	<p><u>No lessons required as health and social exam will have already been sat</u></p>	<p><u>No lessons required as health and social exam will have already been sat</u></p>