



# Health and Social Care



## KEVI HWGA Curriculum Map

### Curriculum Purpose:

<b>Context</b>	Beyond KEVI HWGA:	<p>The health and social care sector employs some of the most talented and brilliant people the country has to offer. The NHS, as the main employer, has a continual need for doctors, nurses, ambulance staff and support staff, and there are further opportunities to work for the NHS in social care in hospitals, educational settings and residential homes. There are many employment opportunities available in the health and caring professions, and with a growing elderly and vulnerable population together with the continued need to improve the nations health, this will continue to be the case in this expanding sector.</p> <p>The BTEC Tech L1/L2 course for KS4 provides a stepping stone on the path to a career in health and social care and enables students, in the first instance, to gain an understanding of the many varied and related health and social care topics and concerns. In KS5 students move onto the BTEC L3 Extended Diploma course in the sixth form, and then either into employment or on to a degree course specialising in one of the many health and social care related areas. The BTEC L3 Extended Diploma in Health and Social Care offers a practical and relevant start to any young person interested in a career in the caring professions.</p> <p>This qualification is the main focus of a two-year study programme of learning and is equivalent to three A Levels, meaning that learners will be fully prepared for a range of health and social care degree programmes.</p> <p>The qualification carries UCAS points and is recognised by higher education providers as contributing to meeting admission requirements to many relevant courses, for example:</p> <ul style="list-style-type: none"> <li>• BSc (Hons) in Nursing</li> <li>• BA (Hons) in Social Work</li> <li>• BSc (Hons) in Physiotherapy</li> <li>• BSc (Hons) in Occupational Therapy</li> <li>• BSc (Hons) in Speech Therapy</li> <li>• BA (Hons) in Health and Social Care.</li> </ul>
	KS5	<p>Our aim is to provide students with an understanding of the health and social care needs of people throughout the different stages of human life; how development and needs are affected by life events, lifestyle choices and relationships; how to interpret health and lifestyle data; and an insight into the skills and care values of service providers. This is a vocational course and we therefore encourage learners to develop a range of essential skills for Higher Education and the world of work. The course includes a mandatory work experience element where students are given the opportunity to work in a variety of health and social care settings and gain valuable first hand experience of the vocations available in this sector. The work placement is perhaps the most valuable learning experience and enables students to gain</p>

	<p>confidence in real settings in the community. We have a well established and respected careers department which provides help with placements and monitoring of students within their chosen establishment.</p> <p>BTEC L3 Extended Diploma is 1080 GLH Equivalent in size to three A Levels. 13 units of which 8 are mandatory including 4 externally assessed units.</p> <p>This qualification has been designed to be the only qualification in a two-year, full-time study programme; it is an in-depth study of the health and social care sector. It supports progression to health and social care related degrees.</p> <p>There are 7 units to be completed in the first year (13 units for the whole course by the end of the second year). These are units 5, 7, 1, 2, 14, 11, and 19. Units 5, 7, 14, 11 and 19 are internally assessed written assignments. Units 1 and 2 are externally assessed exams which will be taken at the end of this first year with retake opportunities in January and May of the second year of the course.</p> <p>In the second year of the course Units 3, 4, 6, 8, 10 and 12 are completed. Units 6, 8, 10 and 12 are internally assessed written assignments. Units 3 and 4 are externally assessed exams. Unit 6 is the work experience unit which requires completion of a log book together with the written assignment. This is completed over the course of the 2 years and evidence is gathered from work placement settings. Units 3 and 4 exams are taken in January of the second year with the possibility of a retake in May of the second year. The unit 4 exam is a research topic which is prepared for in the weeks before the actual exam is taken.</p>
KS4	<p><b>For Component 1:</b></p> <p>Our aim is to provide students with an understanding of human growth and development across the life stages and the factors that affect it. Learners will investigate how, in real situations, human development is affected by different factors and that people deal differently with expected and unexpected life events.</p> <p>Students learn how people grow and develop through their lives, how factors such as lifestyle choices and relationships affect this. Understanding these processes is essential knowledge and understanding for health and social care practitioners. Students study how people grow and develop over the course of their life, from infancy to old age, this includes physical, intellectual, emotional and social development, and the different factors that may affect them. An individual's development can be affected by major life events, such as marriage, parenthood or moving house, and students will learn about how people adapt to these changes, as well as the types and sources of support that can help them. We aim to help students develop transferable skills, such as written communication skills, which will support progression to Level 3 vocational or academic qualifications and to careers.</p> <p><b>For Component 2:</b></p> <p>Our aim is to help students understand the different types of health and social care services and barriers to accessing them and to understand the skills and abilities required for working in the health and social care sector, together with a good understanding of the care values needed when looking after sick and vulnerable people. It is essential that students understand the need for a person centred approach that treats people with dignity and respect, enabling empowerment and independence whenever this does not compromise the safety of the individual.</p> <p>Learners study and explore practically, health and social care services and how they meet the needs of real service users whilst developing skills in applying care values.</p> <p>(At some point in your life you will need health care. It is likely that you have already had an appointment with a doctor. If you did, you are described as a 'service user'. This means that you have been given health care from a person who was trained to give you care – they are called 'service providers'. You might know someone who needs social care. This is different from health care, although both types of care are closely</p>

	<p>linked. People who need social care are not always ill – they may be unable to carry out everyday activities like getting dressed or feeding themselves, or they may need help with their day-to-day lives. Providing good health and social care services is very important and a set of ‘care values’ exists to ensure that this happens. Care values are important because they enable people who use health and social care services to get the care they need and to be protected from different sorts of harm. Students learn about the health and social care services and develop skills in applying care values that are common across the sector).</p> <p><b>For Component 3:</b> Our aim is to help students explore what is meant by health and wellbeing and how this is affected by a range of factors. We help them recognise indicators of possible poor health and understand how to interpret health and lifestyle data. They develop the skills and confidence to design a health and wellbeing improvement plan, including short and long term targets based upon a case study of a person with specific needs. Students will consider obstacles that individuals may face when making changes to their life and implementing such a plan.</p>
KS3	A short course is provided at KS3 to introduce students to a subject which they have not encountered before. This is a “taster” to help them make more informed decisions when making subject choices for KS4 and the 2 year course. This introductory package provides an outline of many of the main topics, concepts, specialist vocabulary and keywords they would encounter when following the KS4 option, along with some of the essential written skills and methods of explanation, analysis and evaluation, which may be new to them, but which they will need to express themselves clearly in this subject.
KS1/2 links	



## KEVI HWGA Curriculum Map



### Health and Social Care

<b>Yr 13 Big Qs</b> <i>Linked to NC</i>	Autumn 1 Unit 10 How do sociological perspectives contribute to our understanding of society?	Autumn 2 Unit 10 How do social inequalities affect different groups in society?	Spring 1 Unit 3 How is data collected and used in medical research?  Unit 4	Spring 2 Unit 8 What factors affect public health and what is the impact of addressing these to improve public health?	Summer 1 Unit 8 How is public health promoted to improve the health of the population?	Summer 2 Unit 8 How effective is health promotion in encouraging individuals to change their behaviour in
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	<p>How do biomedical and socio-medical models of health ill health and disability affect service provision in HSC settings?</p> <p>Unit 3 What is the structure and organisation of the human body?</p> <p>Unit 4 What are the types of issues where research is carried out in the HSC sector?</p> <p>Unit 6 What are the benefits of work experience in HSC for your own learning and development?</p>	<p>How can the patterns and trends in health and ill health in different social groups be explained?</p> <p>Unit 3 What are the disorders of the body systems?</p> <p>Unit 4 What research methods are used in HSC?</p> <p>Unit 6 What is the best work experience plan to support your own learning and development?</p>	<p>How can you review secondary research into contemporary HSC issues?</p> <p>Unit 8 What strategies are there for developing public health policy to improve the health of individuals and the population?</p> <p>Unit 6 How did you carry out work experience tasks to meet set objectives?</p> <p>Unit 12 What are the reasons why individuals may experience additional needs?</p>	<p>Unit 6 What did you learn from work experience and how does it influence your own personal and professional development?</p> <p>Unit 12 How are the challenges to daily living faced by people with additional needs overcome?</p>	<p>What are the current practices with respect to provision for individuals with different needs?</p>	<p>relation to their own health?</p>
<b>Year 13</b>	<p>Retake opportunities are available for External exams which have not been passed.  For L3 Extended Diploma there are 13 units which must be passed including Exams in Units 1, 2, 3 and 4.  Internally assessed units are Units 5, 6, 7, 8 and optional Units 14, 19 (group A) and 10, 11 and 12 (group B)  In Year 13 we complete Units 3, 4, 10, 12, 8 and 6 (the work experience unit) (having completed units 1, 2, 5, 7, 14, 11 and 19 in year 12).</p>					
	<p>Unit 10 – Sociological perspectives. (PJB)</p> <p>Unit 3 – Anatomy and Physiology for Health and Social Care. (AXK)</p>	<p>Unit 10 – Sociological perspectives. (PJB)</p> <p>Unit 3 – Anatomy and Physiology for Health and Social Care. (AXK)</p>	<p>Unit 8 – Promoting Public Health (PJB)</p> <p>Unit 3 – Anatomy and Physiology for Health and Social Care. (AXK)  ((Exam is Jan 2021)</p>	<p>Unit 12 - Supporting Individuals with Additional Needs. (AXK)</p> <p>Unit 8 - Promoting Public Health. (PJB)</p>	<p>Unit 12 – Supporting Individuals with Additional Needs. (AXK)</p> <p>Unit 8 - Promoting Public Health. (PJB)</p>	

	<p>Unit 4 – Enquiries into Current Research in health and Social Care - (SRS)</p> <p>Unit 6 – Work Experience in Health and Social Care. (SRS) (PJB AXK) Work Placement (Wednesdays)</p>	<p>Unit 4 – Enquiries into Current Research in health and Social Care - (SRS)</p> <p>Unit 6 – Work Experience in Health and Social Care. (SRS) (PJB AXK) Work Placement (Wednesdays)</p>	<p>Unit 12 – Supporting Individuals with Additional Needs. (AXK)</p> <p>Unit 4 – Enquiries into Current Research in health and Social Care - (SRS)</p> <p>Unit 6 – Work Experience in Health and Social Care. (SRS) (PJB AXK) Work Placement (Wednesdays)</p>	<p>Unit 4 – Enquiries into Current Research in health and Social Care - (SRS)</p> <p>Unit 6 – Work Experience in Health and Social Care. (SRS) (PJB AXK) Work Placement (Wednesdays)</p>	<p>Unit 4 – Enquiries into Current Research in health and Social Care - (SRS) ((Research topic Exam retake is May 2020 – topic for research supplied beforehand)</p> <p>Unit 6 – Work Experience in Health and Social Care. (SRS) (PJB AXK) Work Placement (Wednesdays)</p>	
<p><b>Key knowledge, concepts and skills</b></p>	<p><b>Unit 10 Sociological Perspectives.</b> Concepts and terminology used in sociology. Key Sociological perspectives. How sociological approaches support understanding of models and concepts of health. Social inequalities, demographic change and trends affecting health and social care delivery.</p>	<p><b>Unit 3 Anatomy and Physiology for Health and Social Care.</b> The structure and organisation of the human body. The structure, function and disorders of body systems. Medical research. <b>Unit 4 Enquiries into Current Research in Health and Social Care.</b> Types of issues where research is carried out in the HSC sector.</p>	<p><b>Unit 8 Promoting Public Health.</b> Strategies for developing public health policy to improve the health of individuals and the population. Factors affecting health and the impact of addressing these factors to improve public health. How health is promoted to improve the health of the population. How health promotion encourages individuals to change their</p>	<p><b>Unit 12 Supporting Individuals with additional Needs.</b> Reasons why individuals may experience additional needs. How to overcome the challenges to daily living faced by people with additional needs. Current practice with respect to provision for individuals with additional needs.</p>		

	<p><b>Unit 6 Work Experience in HSC.</b>  The benefits of work experience in HSC for your own learning and development.  Developing a work experience plan to support your own learning and development.  Carrying out work experience tasks to meet set objectives.  Reflecting on how work experience influences your own personal and professional development.</p>		<p>behaviour in relation to their own health.</p>			
<p><b>Feedback and assessment</b></p>	<p>Date: Oct. 2020  Unit 10 Assessment Practice 10.1, P369</p> <p>Assessment Oct 2020  Unit 10 task 1</p> <p>Unit 3 knowledge check test.</p>	<p>Date: Nov 2020  Unit 3 Sample exam papers.  Unit 3 Revision Workbook exam papers.</p> <p>Unit 4 Sample exam papers.  Unit 4 Revision Workbook exam papers.</p> <p>Date: Unit 3 past paper / Sample paper / mock for Unit 3</p>	<p>Date: Jan. 2021  Unit 3 and Unit 4 past / sample / practice papers for exams which are in January 2021</p> <p>Date:  Year 13 official Mock Exams ( date: )</p> <p><b>Unit 3 External Exam –</b>  Anatomy and Physiology for Health and Social Care Jan 2020</p> <p><b>Unit 4 – External Exam</b>  Enquiries into Current Research in Health and Social Care - Jan 2021</p>	<p>Date:  Date: April 2021  Unit 12 Practice Assessment 12.1, P232</p> <p>Date: March 2021  Unit 8 Task 1</p>	<p>Date: April 2021  Unit 8 Assessment Practice 8.1, P168 for Unit 8</p> <p>Date: April 2021  Unit 4 Sample exam papers.  Unit 4 Revision Workbook exam papers.  Unit 3 sample exam papers. Unit 3 Revision Workbook exam papers</p> <p>Date: May 2021  <b>Retake Unit 4</b> External exam – Enquiries into Current Research in</p>	<p>Date: May / June 2021  Unit 8 Assignment – Promoting Public Health completion</p> <p>Date: May / June 2021  <b>Unit 6</b> Assignment – Work Experience in health and Social Care completion of Task 3</p> <p>Unit 8 and unit 6 tasks can be submitted before this as students like to</p>

		Date: Dec. 2020 <b>Unit 10</b> Assignment Task 2 and unit completion			Health and Social Care. (Research Topic exam – topic for research supplied beforehand) <b>Retake Unit 3</b> External exam - Anatomy and Physiology for HSC  Date: May 2021 <b>Unit 12</b> Assignment – Supporting Individuals with Additional Needs  <b>Unit 8</b> task 2 and completion	complete by ½ term May 2021
<b>Assessment Timeline Yr. 13</b>	Formal Subject Knowledge Check  Parents Information Evening	BTEC & GCE Mocks  Progress Check 1 (Prediction)		Progress Check 2 (Current Standard)  Y13 Parents Evening	Selective Foundation Mocks  Progress Check 3 (Predictions)	
<b>Yr 12 Big Qs</b>	Unit 5 What are the principles values and skills which underpin meeting the care and support needs of individuals? What are the ethical issues involved when providing care and support to meet individual needs?  Unit 14 What are the main causes and effects of	Unit 5 What are the principles behind enabling individuals with care and support needs to overcome challenges? What are the roles of professionals and how do they work together to provide care and support necessary to meet individual needs?  Unit 14 What treatment is there for supporting service users with	Unit 1 What are the effects of ageing?  Unit 19 How would you construct a nutrition plan to improve an individuals nutritional health?  Unit 7 How does a duty of care contribute to safe practice in HSC settings?  Unit 11	Unit 7 How should you respond to concerns about abuse and neglect in HSC settings?  Unit 11 How are psychological perspectives applied in HSC settings?	Unit 7 How does health and safety legislation and policies influence health and safety in HSC settings?	Unit 7 What are the procedures and responsibilities to maintain health and safety when responding to accidents and emergencies in HSC settings?

	<p>psychological disorders? How are psychological disorders diagnosed?</p> <p>Unit 1 What are the main characteristics of Physical, intellectual, emotional and social development through the life stages?</p> <p>Unit 19 What is nutritional health and what are the characteristics of essential nutrients?</p> <p>Unit 2 What are the roles and responsibilities of people who work in the HSC sector?</p>	<p>psychological disorders? How would you construct a treatment plan for service users with psychological disorders, to meet their needs?</p> <p>Unit 1 What factors affect human development?</p> <p>Unit 19 What factors affect dietary intake and nutritional health?</p> <p>Unit 2 What are the roles of the organisations in the HSC sector?</p>	<p>How do psychological perspectives contribute to the understanding of human development and behaviour? What is the contribution of psychological perspectives to the management and treatment of service users' specific behaviours?</p>			
<b>Year 12</b>	<p>7 units completed this year: 1, 2, 5, 7, 11, 14, 19.</p> <p>Unit 3 exam will be taken in January 2022 (retake opportunity in May 2022)</p> <p>Unit 6 work experience unit is ongoing for 2 years and completed by June 2022 at end of 2<sup>nd</sup> year of course.</p> <p>Unit 1 and Unit 2 exams are at the end of first year in May/June 2021</p>					
	<p>Unit 5 – Meeting Individual Care and Support Needs. (PJB)</p> <p>Planning and arranging placement.</p>	<p>Unit 5 – Meeting Individual Care and Support Needs. (PJB)</p> <p>Planning and arranging placement.</p>	<p>Unit 7 – Principles of Safe Practice in Health and Social Care. (PJB)</p>	<p>Unit 7 – Principles of Safe Practice in Health and Social Care. (PJB)</p>	<p>Unit 7 – Principles of Safe Practice in Health and Social Care. (PJB)</p>	<p>Unit 7 – Principles of Safe Practice in Health and Social Care. (PJB)</p>

	<p>Preparatory work in the placement log book for Unit 6 – Work Experience in Health and Social Care. (PJB)</p> <p>Unit 14 – Physiological Disorders and Their Care. (AXK)</p> <p>Unit 1 – Human Lifespan development. (SRS)</p> <p>Unit 19 – Nutritional Health. (SRS)</p> <p>Unit 2 Working in Health and Social Care.</p>	<p>Preparatory work in the placement log book for Unit 6 – Work Experience in Health and Social Care. (PJB)</p> <p>Unit 14 – Physiological Disorders and Their Care. (AXK)</p> <p>Unit 1 – Human Lifespan development. (SRS)</p> <p>Unit 19 – Nutritional Health. (SRS)</p> <p>Unit 2 Working in Health and Social Care.</p>	<p>Unit 6 – Work Experience in Health and Social Care. (PJB) Work Placement (Wednesdays)</p> <p>Unit 11 - Psychological perspectives. (AXK)</p> <p>Unit 1 – Human Lifespan development. (SRS)</p> <p>Unit 19 – Nutritional Health. (SRS)</p> <p>Unit 2 – Working in Health and Social Care.</p>	<p>Unit 6 – Work Experience in Health and Social Care. (PJB) Work Placement (Wednesdays)</p> <p>Unit 11 - Psychological perspectives. (AXK) (If completed start preparation for Unit 3 exam at the end of the year)</p> <p>Unit 1 – Human Lifespan development (SRS)</p> <p>Unit 19 – Nutritional Health. (SRS)</p> <p>Unit 2 – Working in Health and Social Care.</p>	<p>Unit 6 – Work Experience in Health and Social Care. (PJB) Work Placement (Wednesdays)</p> <p>Start Unit 3 – Anatomy and Physiology in preparation for the exam in Year 13 (AXK)</p> <p>Unit 1 – Human Lifespan development. (SRS)</p> <p>Unit 19 – Nutritional Health. (SRS)</p> <p>Unit 2 – Working in Health and Social Care.</p>	<p>Unit 6 – Work Experience in Health and Social Care. (PJB) Work Placement (Wednesdays)</p> <p>Start unit 3 – in preparation for the exam in year 13. Unit 3 – Anatomy and Physiology for Health and Social Care. (AXK)</p> <p>Unit 1 – Human Lifespan development. (SRS). On completion of exam help out with unit 6.</p> <p>Unit 19 – Nutritional Health. (SRS) On completion of exam help out with unit 6.</p> <p>Unit 2 – Working in Health and Social Care. On completion of exam help out with unit 6.</p> <p>Catch up with any outstanding work / resubmissions etc.</p>
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<p><b>Key knowledge, concepts and skills</b></p>	<p><b>Unit 5 – Meeting Individual Care and Support Needs.</b> Principles, values and skills which underpin meeting the care and support needs of individuals. Ethical issues involved when providing care and support to meet individuals needs. The principles behind enabling individuals with care and support needs to overcome challenges. The roles of professionals and how they work together to provide care and support necessary to meet individual needs</p>	<p><b>Unit 14 – Physiological Disorders and Their Care.</b> Causes and effects of physiological disorders. The diagnosis of physiological disorders. The treatment and support for service users with physiological disorders. A treatment plan for service users with physiological disorders to meet their needs.</p>	<p><b>Unit 1 – Human Lifespan development.</b> Human growth and development through the life stages. Factors affecting human growth and development. The effects of ageing.</p>	<p><b>Unit 19 – Nutritional Health.</b> The concepts of nutritional health and the characteristics of essential nutrients. Factors affecting dietary intake and nutritional health. Nutrition plans to improve an individual's nutritional health.</p>	<p><b>Unit 11 - Psychological perspectives.</b> How psychological perspectives contribute to the understanding of human development and behaviour. The contribution of psychological perspectives to the management and treatment of service users' specific behaviours. How psychological perspectives are applied in health and social care settings.</p>	<p><b>Unit 2 – Working in Health and Social Care.</b> The roles and responsibilities of people who work in HSC settings. The roles of organisations in the HSC sector. Working with people with specific needs in the HSC sector.</p>
<p><b>Feedback and assessment</b></p>	<p>Date: Sept. 2020 Skills / AO's: Baseline assessment. Testing Literacy, analysing and evaluating, case study analysis, presentation skills, teamwork, empathy, caring.</p>	<p>Date: Nov. 2020 Skills / AO's: Assessment Practice 5.1, P245 for Unit 5.  Date: Nov / Dec. 2020 <b>Unit 5</b> Assignment.  Date : Nov / Dec 2020 <b>Unit 14</b> assignment.</p>	<p>Date: Jan. 2021 Skills / AO's: Assessment Practice 7.1, P308 for Unit 7.  Assessment Practice 11.1, P414 for Unit 11</p>	<p>Date: Feb 2021 Assessment Practice 19.1, P500 for Unit 19. Date: Jan. / Feb. 2021 <b>Unit 11</b> Assignment.  Date: Feb. / March 2021 <b>Unit 7</b> Assignment.</p>	<p>Date: April / May 2021 Unit 1 Sample exam papers. Unit 1 Revision Workbook exam papers.  Date: April / May 2021 Unit 2 Sample exam papers. Unit 2 Revision workbook exam papers</p>	<p>Date: April / May 2021 Unit 1 Sample exam papers. Unit 1 Revision Workbook exam papers.  Date: April / May 2021 Unit 2 Sample exam papers.</p>

					<p>Date: Skills / AO's:</p> <p>Mock / Sample Unit 1 and Unit 2 in preparation for real exams this year.</p>	<p>Unit 2 Revision workbook exam papers</p> <p>Date: May 2021 <b>Unit 1</b> External Exam – Human Lifespan Development</p> <p>Date: May 2021 <b>Unit 2</b> External Exam – Working in Health and Social Care</p> <p>Date June 2020 <b>Unit 19</b> Assignment</p>
<b>Assessment Timeline Yr. 12</b>	Parents Information Evening (FFT Targets)	Subject Knowledge Check  Progress Check 1 (Current Standard)		Progress Check 2 (Reports)		Mock Exams  Y12 Futures Parents Evening
<b>Yr 11 Big Qs</b>	Component 2B What are care values? How is empowering and promoting independence promoted for individual service users? How is anti-discriminatory practice promoted? How are care values applied in a compassionate way?	Component 3A What is health and wellbeing? What are the factors that affect health and wellbeing?	Component 3B How are health indicators interpreted?	Component 3C What is a person-centred approach and why is it important? How do you construct a health and wellbeing improvement plan based upon a person's specific needs?		

<p><b>Year 11</b></p>	<p>Component 2 – Health and Social Care Services and Values – Learning Aim B – Demonstrate care values and review your own practice. Teacher Observation Record and Demonstration Report of role play which demonstrates your understanding of 7 care values. Includes making justified and appropriate recommendations for improvements of own application of the care values that incorporate feedback from the teacher Observation Record.</p> <p>Also ongoing Component 3 preparation for external assessment in Jan. 2022. External assessment in January 2022 (retake opportunity is May/June 2022). Component 3 – Health and Wellbeing – Learning Aim A, B and C revision of topics</p>	<p>Component 2 – Health and Social Care Services and Values – Learning Aim B – Demonstrate care values and review your own practice. Teacher Observation Record and Demonstration Report of role play which demonstrates your understanding of 7 care values. Includes making justified and appropriate recommendations for improvements of own application of the care values that incorporate feedback from the teacher Observation Record.</p> <p>Also ongoing Component 3 preparation for external assessment in Jan. 2021. External assessment in January 2022 (retake opportunity is May/June 2022). Component 3 – Health and Wellbeing – Learning A, B and C revision of topics.</p>	<p>After Component 3 external exam in January continue exam questions practice, with past paper exam practice in preparation for retake exams in May. Tie any loose ends up regarding component 1A, 1B, and 2A , 2B, resubmissions and paperwork, signing and dates checked etc. Make sure all work for Component 1A and 1B, Component 2A and 2B have been completed, marked, internally verified, saved and stored. The Standards Verifier will ask for examples of students work and the assessment records to be sent off for checking. The centre is released for certification in the subject once the SV has agreed with standard of the work and marking submitted to the SV.</p>	<p>After Component 3 external exam in January continue exam questions practice, with past paper exam practice in preparation for retake exams in May. Tie any loose ends up regarding component 1A, 1B, and 2A , 2B, resubmissions and paperwork, signing and dates checked etc. Make sure all work for Component 1A and 1B, Component 2A and 2B have been completed, marked, internally verified, saved and stored. The Standards Verifier will ask for examples of students work and the assessment records to be sent off for checking. The centre is released for certification in the subject once the SV has agreed with standard of the work and marking submitted to the SV.</p>	<p>Prepare and revise for external exam retakes in Component 3 A, B, C. Tie any loose ends up regarding component 1A, 1B, and 2A , 2B, resubmissions and paperwork, signing and dates checked etc. Make sure all work for Component 1A and 1B, Component 2A and 2B have been completed, marked, internally verified, saved and stored. The Standards Verifier will ask for examples of students work and the assessment records to be sent off for checking. The centre is released for certification in the subject once the SV has agreed with standard of the work and marking submitted to the SV.</p>	<p>Year 11 Study leave starts. Component 3 external assessment takes place.</p>
<p><b>Key knowledge, Concepts and skills</b></p>	<p><b>Comp. 2B</b> Empowering and promoting independence Respect for others.</p>	<p><b>Comp. 3A</b> Health and wellbeing. Genetic inheritance. Ill health. Diet. Exercise. Substance use. Personal hygiene. Social</p>	<p><b>Comp. 3B</b> Health indicators. Pulse rate and exercise recovery. Blood pressure. Peak flow. BMI. Interpreting health indicators. Abnormal</p>	<p><b>Comp. 3C</b> Person centred approach. Action to improve health and wellbeing. Short and long term targets. Support sources. Obstacles to</p>		

	Confidentiality. Dignity. Effective communication. Safeguarding and duty of care. Anti-discriminatory practice. Care values. Working together.	interactions. Stress. Access to services. Financial resources. Environment. Housing. Impact of life events on relationship changes. Divorce.	readings and risks to health. Lifestyle data. Smoking. Alcohol. Inactivity.	implementing plans- emotional, psychological, resources. Unachievable targets, Lack of support. Ability. Disability. Addiction.		
<b>Feedback &amp; Assessment</b>	Date: Oct. 2021 Comp 2B assessment start.	Comp. 2B completion Comp. 2B resubmissions (if required)  Mock exams based upon Comp 3 exam	Date: Jan 2022 Comp. 3 external exam.  Date: Feb / March 2022. Comp. 1A 1B and 2A 2B must be completed with paperwork ready for sending to Standards verifier.	Component 3 exam revision / practice questions	Date: May / June 2022 Comp. 3 external exam retake opportunity	
<b>Assessment Timeline Yr. 11</b>	Formal Subject Knowledge Check  Parents Information Evening	CORE Mocks (Wave 1) BTEC  Progress Check 1 (Predictions)  Parents Evening	Foundation Mocks	CORE Mocks (WAVE 2)  Progress Check 2 (Reports)	Selective Foundation Mocks	Progress Check 3 (Predictions)
<b>Yr 10 Big Qs</b>	Component 1A What are the main lifestyles? What are the physical, intellectual, emotional and social characteristics of growth and development at each life stage?	Component 1A What factors affect growth and development across each of the lifestyles?	Component 1B What are expected and unexpected life events and how do they affect a person's physical, intellectual, emotional and social growth and development in the different life stages?	Component 1B How do people deal with different life events? How do people adapt to changing life circumstances and events? What kind of support is available – both formal, professional and informal, voluntary support?	Component 2A What are the different types of health and social care services available? What are primary, secondary and tertiary services?	Component 2A What are the barriers to accessing HSC services?
<b>Year 10</b>	Component 1 – Human Lifespan and Development. Learning Aim A – Understand human	Component 1 – Human Lifespan and Development. Learning Aim A – Understand human	Component 1 – Human Lifespan and Development. Learning Aim B – Investigate how individuals deal with life events.	Component 1 – Human Lifespan and Development. Learning Aim B – Investigate how	Component 2A. Component 2 – Health and Social Care Services and Values – Learning Aim A - Understand the different	Component 2A. Component 2 – Health and Social Care Services and Values – Learning Aim A -

	<p>growth and development across the life stages and the factors that affect it.</p> <p>Life stages PIES Factors – physical; lifestyle; social and cultural; relationships and isolation; economic factors.</p> <p>Component 3 – Health and Wellbeing. Learning Aim A - Factors that affect Health and Wellbeing. Health and well-being (definitions) Genetic inheritance Diet. Exercise. Substance use. Hygiene. Stress. Finances / environment / housing. Impact of life events on circumstances and relationships.</p>	<p>growth and development across the life stages and the factors that affect it.</p> <p>Life stages PIES Factors – physical; lifestyle; social and cultural; relationships and isolation; economic factors.</p> <p>Component 3 – Health and Wellbeing. Learning Aim A - Factors that affect Health and Wellbeing. Health and well-being (definitions) Genetic inheritance Diet. Exercise. Substance use. Hygiene. Stress. Finances / environment / housing. Impact of life events on circumstances and relationships.</p>	<p>Life events Physical events Relationship changes Life circumstances Dealing with life events Adapting to change Types of support – informal; professional; voluntary.</p> <p>Component 3 – Health and Wellbeing. Learning Aim B – Interpreting Health Indicators. Health indicators. Pulse, blood pressure, peak flow, BMI, interpretation of health indicators. Risks of abnormal readings. Interpreting data on lifestyle, smoking, alcohol, inactivity.</p>	<p>individuals deal with life events.</p> <p>Life events Physical events Relationship changes Life circumstances Dealing with life events Adapting to change Types of support – informal; professional; voluntary.</p> <p>Component 3 – Health and Wellbeing. Learning Aim B – Interpreting Health Indicators. Health indicators. Pulse, blood pressure, peak flow, BMI, interpretation of health indicators. Risks of abnormal readings. Interpreting data on lifestyle, smoking, alcohol, inactivity.</p>	<p>types of Health and Social Care services and the barriers to accessing them. The different types of Health and Social Care services and the barriers individuals sometimes face when they are trying to access the services. Choose one case study and produce a Review based upon the case study and health and social care services provided in your local area.</p> <p>Also ongoing Component 3 preparation for external assessment in Jan. 2022. External assessment in January 2022 (retake opportunity is May/June 2022). Component 3 – Health and Wellbeing – Learning Aim C – Person-Centred health and wellbeing improvement plans. Importance of person-centred approach. Recommendations – case studies. Short and long term targets. Support. Obstacles to implementing plans- emotional, psychological, time, resources, unachievable targets, lack of support, ability, disability,</p>	<p>Understand the different types of Health and Social Care services and the barriers to accessing them. The different types of Health and Social Care services and the barriers individuals sometimes face when they are trying to access the services. Choose one case study and produce a Review based upon the case study and health and social care services provided in your local area.</p> <p>Also ongoing Component 3 preparation for external assessment in Jan. 2022. External assessment in January 2022 (retake opportunity is May/June 2022). Component 3 – Health and Wellbeing – Learning Aim C – Person-Centred health and wellbeing improvement plans. Importance of person-centred approach. Recommendations – case studies. Short and long term targets.</p>
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					addiction, barriers to accessing services.	Support.
<b>Key knowledge, Concepts and skills</b>	<p><b>Comp. 1A</b> Life stages. Growth and development. Physical, intellectual, emotional and social development at each life stage. Language development. Lifestyle. Relationships and isolation. Economic factors affecting development.</p> <p><b>Comp. 3A</b> Health and wellbeing. Genetic inheritance. Ill health. Diet. Exercise. Substance use. Personal hygiene. Social interactions. Stress. Access to services. Financial resources. Environment. Housing. Impact of life events on relationship changes. Divorce.</p>		<p><b>Comp. 1B</b> Life events. Physical events. Relationship changes. Life circumstances. Dealing with life events and adapting to change. Types of support – informal, professional and voluntary.</p> <p><b>Comp. 3B</b> Health indicators. Pulse rate and exercise recovery. Blood pressure. Peak flow. BMI. Interpreting health indicators. Abnormal readings and risks to health. Lifestyle data. Smoking. Alcohol. Inactivity.</p>		<p><b>Comp. 2A</b> Primary care. Secondary and tertiary care. Health professionals. Services for children and young people. Services for adults and children with specific needs. Services for adults. Informal social care Barriers – physical, sensory, social, cultural, psychological, language, geographical intellectual, resource, financial.</p> <p><b>Comp. 3C</b> Person centred approach. Action to improve health and wellbeing. Short and long term targets. Support sources. Obstacles to implementing plans- emotional, psychological, resources. Unachievable targets, Lack of support. Ability. Disability. Addiction.</p>	
<b>Feedback &amp; Assessment</b>	<p>Date: Sept. 2020 Skills / AO's: Baseline Assessment. HSC knowledge. (Literacy, HSC past GCSE paper – multiple choice and short written question) Date: Oct. 2020 Skills / AO's: Assessment</p>	<p>Date: Nov. 2020 Component 3 Learning Aim A Assessment Activity page 158</p> <p>Date: Nov 2020 Assessment Task Component 1 Learning Aim A Assessment. Component 1 Learning Aim A Assessment</p>	<p>Comp. 1A resubmissions (if required) Comp 1B start assessment.</p>	<p>Component 1 Learning aim B Assessment. Component 1B will be marked with the Assessment Record completed for each script. Time must be allocated for resubmissions. Work must be saved and stored safely with the marks.</p>	<p>Comp. 1B resubmissions (if required) Comp. 2A start assessment.</p>	<p>Comp. 2A complete assessment. Comp 2A resubmissions (if required).</p> <p>Component 3 Learning Aim C assessment activity.</p>

	<p>Literacy, interpretation, analysis and evaluation, HSC knowledge. (HSC past GCSE paper – Q16 long answer)</p> <p>Date: Oct. 2020 Component 1 Learning aim A Assessment Activity page 38</p>	<p>Task 1. Criteria: A2D1, A2M1, A2P2, A2P1, A1M2, A1M1, A1P2, A1P1. Component 1A will be marked with the Assessment Record completed for each script. Time must be allocated for resubmissions Work must be saved and stored safely with the marks.</p> <p>[Component 3 learning Aim A (actual exam is in year 11 Jan 2022 and retake May 2022)]</p>		<p>Component 3 Learning Aim B assessment activity.</p>		
<b>Assessment Timeline Yr. 10</b>	<p>October Parents information Evening (Targets)</p>	<p>December Subject Knowledge Check</p>	<p>January Progress Check 1 (current standard) January Core Resetting</p>		<p>May Mocks  June Progress Check 2 Predictions (Reports)</p>	<p>June Parents Evening  July Setting &amp; target changes for next year</p>
<b>Yr 9 Big Qs</b>	<p>Component 1A What are the main lifestages? What are the physical, intellectual, emotional and social characteristics of growth and development at each life stage?</p>					
<b>Year 9</b>	<p>Introductory topic project based upon Component 1 A.</p>					

	<p>Component 1 – Human Lifespan and Development.</p> <p>Learning Aim A – Understand human growth and development across the life stages and the factors that affect it.</p> <p>Life stages PIES Factors – physical; lifestyle; social and cultural; relationships and isolation; economic factors.</p>					
<b>Feedback &amp; Assessment</b>	<p>Students will research one of the lifestages to produce a report in teams on the physical, intellectual, emotional and social characteristics of growth and development at this life stage. This will be presented as a Power Point Presentation in teams to the rest of the class. The research can be based on someone they know, although the identity of this person must not be identified and confidentiality must be maintained.</p>					