

Curriculum Intent Framework



Subject:	Health and Social Care
Subject Curriculum Vision:	The course equips pupils with a specialist understanding of how to meet the needs of individuals using services, whilst appreciating diversity and challenging discrimination. The study of care values is at the heart of Health and Social Care which develops skills such as empathy, compassion, commitment, tolerance, and empowerment. This enables our pupils to become educated citizens and to contribute to society in a positive way

Core Subject Principles:

Dignity and Respect	Health and Social Care focuses on effective communication skills. Pupils are provided with the underpinning knowledge and understanding of how to communicate effectively and what personal qualities and attributes will contribute to the creation of a caring environment when working with individuals. These are transferable skills that can be used in everyday life, promoting responsibility for self and others and a culture of inclusivity, dignity and mutual respect. Pupils will appreciate factors that affect physical, social and emotional development both in themselves and others and how these aspects of development can be further fostered to live successful lives.
Wisdom, Knowledge and Skills	Health and Social Care promotes opportunities for students to draw from case studies and opportunities to undertake research to compliment learning and create skills that will be used throughout their lives. These skills encourage students to think outside typical adolescent egocentrism and begin to challenge the way they perceive the world. Furthermore, highlighting how human relationships, physical environments and socioeconomic status may influence how they develop and affect life choices which in turn raises expectations of how they can lead productive and healthy lives now and in the future.
Hope and Aspiration	Our aim is for pupils to complete the course feeling knowledgeable, ambitious and keen to make a strong and positive contribution to the world around them. They will use the tools they acquire in the subject to make positive life choices and to challenge views that they feel are unethical or discriminatory. Our pupils will leave Health and Social Care as inquisitive, reflective and compassionate practitioners who are keen to use their skills in a broad range of careers either within the sector or beyond.

KS4

Key stage 4 Sequence of Learning Pearsons BTEC Level 2 Health and Social Care

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 10	<p>COMPONENT 1</p> <p>HUMAN LIFESPAN AND DEVELOPMENT</p> <ul style="list-style-type: none"> - Milestones - PIES - Life stages infancy to later adulthood 	<p>FACTORS affecting growth and development</p> <p>DIFFERENT TYPES OF LIFE EVENT - health and wellbeing</p>	<p>DIFFERENT TYPES OF LIFE EVENT</p> <ul style="list-style-type: none"> - Relationship change and life circumstances - Adapting to change, impact of character traits - Sources of support 	<p>Preparation for PSA 1</p> <p>PSA COMPONENT 1 FORMAL ASSESSMENT</p> <p>Assessment resubmissions</p>	<p>COMPONENT 2</p> <p>HEALTH AND SOCIAL CARE SERVICES AND VALUES</p> <p>Health Care Services</p> <ul style="list-style-type: none"> - 7 health conditions - Primary, Secondary & Tertiary Care 	<p>Social Care Services and professionals</p> <p>BARRIERS to accessing services</p> <ul style="list-style-type: none"> - physical - sensory
Year 11	<p>Completion of BARRIERS</p> <p>Social Cultural Language Geographical Intellectual</p> <p>Skills & attributes in H&SC Nursing 6 Cs</p> <p>OBSTACLES</p>	<p>Preparation for PSA 2</p> <p>PSA COMPONENT 2 FORMAL ASSESSMENT</p> <p>Assessment resubmissions</p>	<p>COMPONENT 3 HEALTH AND WELLBEING</p> <p>FACTORS</p> <ul style="list-style-type: none"> - Physical - Lifestyle - Social - Cultural - Economic 	<ul style="list-style-type: none"> - Life events - Interpreting health indicators - Person-centred approach <p>Recommendations to improve health and wellbeing</p> <p>REVISION PPE4</p>	<ul style="list-style-type: none"> - Types of support available - Barriers and obstacles <p>STRUCTURE D REVISION AND EXAM PREPARATION</p>	

KS5

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Year 12</p> <p>Unit 1 – Human Development</p> <p>Unit 5 – Meeting Individual Care & Support Needs</p>	<p>Physical & intellectual development across the life stages</p> <p>Examine principles, values and skills which underpin meeting care and support needs of individuals</p>	<p>Emotional & social development across the life stages</p> <p>Writing Report 1</p>	<p>Genetic, environmental & social factors that affect development</p> <p>Investigate the roles of professionals and how they work together to provide holistic care</p>	<p>Economic factors that affect development</p> <p>The physical, psychological & societal changes of ageing</p> <p>Writing Report 2</p>	<p>Revision and exam technique.</p> <p>Unit 1 external examination</p> <p>Revision for exam</p>	<p>Unit 2 - Working in Health & Social care</p> <p>The roles & specific responsibilities of people who work in health and social care settings</p> <p>Unit 11 – Psychological Perspectives Examine how psychological perspectives contribute to understanding human development</p>
<p>Year 13</p> <p>Unit 2 - Working in Health & Social care</p> <p>Unit 11 – Psychological Perspectives</p>	<p>Multidisciplinary working</p> <p>Roles of organisations & issues that affect access to services</p> <p>Examine the contribution of psychological perspectives to the management of behaviours</p>	<p>Ways organisations represent interests of service users</p> <p>Responsibilities of organisations</p> <p>Writing Report 2</p>	<p>Unit 2 external examination</p> <p>Examine how psychological perspectives are applied to two different health care settings</p>	<p>Revision & exam technique</p> <p>Writing Report 4</p>	<p>Revision & exam technique</p> <p>Revision & exam technique</p>	