

Curriculum Mapping: Health & Social Care





Vision Statement

In the health and social care department, it is a belief that we are all in this together. The teachers and students work together to support the students in their learning journey, both in Key Stage 4 and Key Stage 5. Good relationships are built up which helps students to work well and have positive outcomes. This occurs in the classroom through a culture of respect, good listening and everyone showing a positive attitude.

In health and social care, the purpose of the course we are studying aims to promote the love of learning as well as show students the careers available in the health and social care sectors in the hope they continue into Key Stage 5 and then into one of these roles. These are very important roles, more now than ever, and our aim is to raise awareness and drive to raise the aspirations of students to include one of these roles.

In Key stage 5, this is supported further through work placements which we aim to be of high quality, and then also give support for UCAS to enable students to gain access to higher education in the areas of Health and Social Care. Support is given to students throughout the years to cultivate their passion for learning and supporting others, as well as to develop skills and qualities that would help them be excellent university students. This includes PP and disadvantaged students.

Health and Social Care feeds into the Whole School Vision in the following ways:

<p>Be ambitious, challenging and aspirational through fostering a love for learning and the subject.</p>		<p>The curriculum is focused and challenging which helps students to love the subject. This then leads to ambitions related to this, such as them continuing their studies at Key Stage 5 and applying to university to complete a Health and Social Care related subject as they aspire to work in this area.</p>
<p>Be reading and literacy rich through becoming effective writers and understanding the importance of the way we write.</p>		<p>Students will complete numerous written assignments throughout their study which will support them in their overall grade. Students use this to consider the way they use words and sentences to articulate what they are trying to say, using Standard English. Note taking is also completed every lesson to support their development in knowledge. Students also learn how to use Harvard Referencing in their work.</p>
<p>Build students' cultural capital through supporting self-development and building knowledge.</p>		<p>Students are encouraged to complete work in pairs and groups as well as having time to develop their ability to work independently to boost their confidence and self-esteem. Activities are created that embrace what students know and gives them time to reflect on that knowledge and maybe question this.</p>
<p>Develop the wider person through providing knowledge on health and wellbeing.</p>		<p>Lessons in Health and Social Care provide students with real life knowledge that can be incorporated into their own lives to improve their own health and that of their family. They can understand the importance of what they learn and see how that can be put into practice.</p>

Year 10	HT1	HT2	HT3	HT4	HT5	HT6
End point:	Name the life stages with ages from birth to 65 years +. Also, outline each of the PIES developments and what they include	Have an understanding of the different factors and life events that can affect development and wellbeing.	To be working on PSA for component 1, using effective time management and independent study.	To complete PSA for component 1 and be able to verbalise how they have met their target grade.	To be able to identify the healthcare and social care services available and the professionals involved.	To be able to identify the barriers that can affect peoples access to healthcare and the values, skills and attributes needed by professionals.
Curriculum Related Expectation	Students will develop their understanding of the ways individuals develop from birth to later adulthood and the factors that impact this, both positively and negatively.	Students will develop their understanding of the ways individuals develop from birth to later adulthood and the factors that impact this, both positively and negatively.	Students will begin their PSA 1. They will need to explain how individuals develop over particular life stages and how factors and life events can have long term impacts.	Students will complete their PSA 1. They will need to explain how individuals develop over particular life stages and how factors and life events can have long term impacts.	Students will develop their understanding of the services available and what their roles are in HSC. They will also learn about the Care Values.	Students will develop their understanding of the services available and what their roles are in HSC. They will also learn about the Care Values.
Students need to know	<p>The difference between growth and development.</p> <p>The ages of infancy and the developments that occur within this.</p> <p>The ages of early adulthood and the developments that occur within this.</p> <p>The ages of adolescence and the developments that occur within this.</p> <p>The ages of early adulthood and the developments that occur within this.</p> <p>The ages of middle adulthood and the developments that occur within this.</p> <p>The ages of later adulthood and the developments that occur within this.</p> <p>The physical factors that can affect development, such as inherited conditions.</p> <p>The lifestyle factors that can affect development, such as smoking.</p> <p>The social factors that can affect development, such as supportive relationships.</p> <p>The cultural factors that can affect development, such as religion.</p> <p>The emotional factors that can affect development, such as self-esteem.</p> <p>The environmental factors that can affect development, such as housing.</p> <p>The economic factors that can affect development, such as employment.</p>	<p>What development and wellbeing includes.</p> <p>How physical life events can impact development and that these include: accident/injury and ill health.</p> <p>How relationship changes can impact development and that these include: new relationships, divorce, parenthood, bereavement.</p> <p>How life circumstances can impact development and that these include: moving house, moving schools, imprisonment, starting school, exclusion, redundancy, retirement and changes to living standards.</p> <p>The character traits that can affect an individual's ability to cope with life events, both positive and negative.</p> <p>What informal support is and examples.</p> <p>What formal support is and examples.</p> <p>What emotional support is and how it can be useful.</p> <p>What informational support is and how it can be useful.</p> <p>What practical support is and how it can be useful.</p>	<p>How to understand the Pearson Set Assignment brief.</p> <p>How to meet the criteria to meet their target grade.</p> <p>How to prepare effective notes throughout the component to support them now in the PSA.</p> <p>The key points of the life stages chosen and how the life events outlined by the brief can affect the lives of the given individuals.</p> <p>The key types of support that could be used to support the given individuals.</p>	<p>How to understand the Pearson Set Assignment brief.</p> <p>How to meet the criteria to meet their target grade.</p> <p>How to prepare effective notes throughout the component to support them now in the PSA.</p> <p>The key points of the life stages chosen and how the life events outlined by the brief can affect the lives of the given individuals.</p> <p>The key types of support that could be used to support the given individuals.</p>	<p>The difference between primary, secondary and tertiary healthcare services and be able to give examples.</p> <p>What allied health professionals are, and be able to give examples.</p> <p>How different health care services can work together.</p> <p>The cardiovascular conditions that affect health and the services that can help, including heart disease and strokes.</p> <p>How diabetes can affect health and the services that can help.</p> <p>How dementia can affect health and the services that can help.</p> <p>How obesity can affect health and the services that can help.</p> <p>The respiratory conditions that affect health and the services that can help, including asthma and COPD.</p> <p>How arthritis can affect health and the services that can help.</p> <p>The additional needs that can affect health and the services that can help, such as sensory impairments, physical disabilities and learning disabilities.</p> <p>The different social care services available to support children and families, such as foster care and youth work.</p> <p>The different social care services available to support adults, such as residential care and respite care.</p> <p>The barriers that can affect the ability of individuals accessing services, including physical barriers, sensory barriers, social and cultural barriers, language barriers, geographical barriers, text barriers, financial barriers.</p>	<p>The skills needed by professionals to enable them to carry out their role effectively: problem solving, observation skills, dealing with difficult situations and good organisation.</p> <p>The attributes needed by professionals to enable them to carry out their role effectively; empathy, patience, trustworthiness, honesty.</p> <p>The values needed by professionals to enable them to carry out their role effectively – The 6 C's - Care, compassion, competence, communication, courage, commitment.</p> <p>The obstacles individuals may face to receiving care; lack of time, lack of resources, unachievable targets, lack of support, lack of motivation, acceptance of their current state, stress/anxiety, ability/disability, health conditions, addiction.</p> <p>The benefits to individuals if they do receive help and support.</p>
Students should be able to	Use the lessons to make effective notes to enable them to complete the Pearson Set Assignment effectively and meet their MEG. Apply their knowledge in lessons to deepen their understanding and ability to apply the same knowledge in their PSA. Complete regular assessments and practice PSA tasks to ensure any gaps are addressed.	Use the lessons to make effective notes to enable them to complete the Pearson Set Assignment effectively and meet their MEG. Apply their knowledge in lessons to deepen their understanding and ability to apply the same knowledge in their PSA. Complete regular assessments and practice PSA tasks to ensure any gaps are addressed.	Work independently to complete the PSA. Use the knowledge they have been taught and the notes in their books to support their PSA work. Use the feedback given to ensure their work meets their MEG. Use SPAG correctly in their PSA work to be able to make coherent points and meet the criteria effectively.	Work independently to complete the PSA. Use the knowledge they have been taught and the notes in their books to support their PSA work. Use the feedback given to ensure their work meets their MEG. Use SPAG correctly in their PSA work to be able to make coherent points and meet the criteria effectively.	Use the lessons to make effective notes to enable them to complete the Pearson Set Assignment effectively and meet their MEG. Apply their knowledge in lessons to deepen their understanding and ability to apply the same knowledge in their PSA. Complete regular assessments and practice PSA tasks to ensure any gaps are addressed.	Use the lessons to make effective notes to enable them to complete the Pearson Set Assignment effectively and meet their MEG. Apply their knowledge in lessons to deepen their understanding and ability to apply the same knowledge in their PSA. Complete regular assessments and practice PSA tasks to ensure any gaps are addressed.
Keywords	Development, Growth, Physical, Intellectual, Emotional, Social, Language, lifestyle, Social, Cultural, Environmental, Economic, Socio-economic, Self-esteem, employment, Infancy, Adolescence, Adulthood, Childhood.	Factors, Formal, Informal, Practical, Informational, Emotional, Bereavement, Relationships, Exclusion, Redundancy, Retirement, Support, Traits, Positive, Negative.	Development, Growth, Physical, Intellectual, Emotional, Social, Language, lifestyle, Social, Cultural, Environmental, Economic, Socio-economic, Self-esteem, employment, Infancy, Adolescence, Adulthood, Childhood, Factors, Formal, Informal, Practical, Informational, Emotional, Bereavement, Relationships, Exclusion, Redundancy, Retirement, Support, Traits, Positive, Negative.	Development, Growth, Physical, Intellectual, Emotional, Social, Language, lifestyle, Social, Cultural, Environmental, Economic, Socio-economic, Self-esteem, employment, Infancy, Adolescence, Adulthood, Childhood, Factors, Formal, Informal, Practical, Informational, Emotional, Bereavement, Relationships, Exclusion, Redundancy, Retirement, Support, Traits, Positive, Negative.	Primary, Secondary, Tertiary, Allied, Cardiovascular, Respiratory, Disabilities, Sensory, Impairments, Dementia, Obesity, Respite, Residential, Domiciliary, Barriers, Cultural, Geographical, Sensory, Financial.	Observation, Organisation, Skills, Values, Attributes, Empathy, Patience, Compassion, Competence, Courage, Obstacles, Resources, Motivation, Conditions, Benefits.
Key piece	Pearson Set Assignment – Due 15 th May	Pearson Set Assignment – Due 15 th May	Pearson Set Assignment – Due 15 th May	Pearson Set Assignment – Due 15 th May	Pearson Set Assignment – Due 15 th Dec	Pearson Set Assignment – Due 15 th Dec
Application of knowledge (Assessment)	Low stakes knowledge assessment every 5-6 lessons, including short and long answer questions.	Low stakes knowledge assessment every 5-6 lessons, including short and long answer questions. PPE in October.	Completing the Pearson Set Assignment to standards expected by Pearson and to meet their MEG.	Completing the Pearson Set Assignment to standards expected by Pearson and to meet their MEG.	Low stakes knowledge assessment every 5-6 lessons, including short and long answer questions.	Low stakes knowledge assessment every 5-6 lessons, including short and long answer questions. PPE in June.
Revision Strategy	Use of White Boards Recall Strategies in low stakes assessments Retrieval Practice Spacing – regular review topics taught in previous lessons	Use of White Boards Recall Strategies in low stakes assessments Retrieval Practice Spacing – regular review topics taught in previous lessons	Recall strategies – cold calling, look, cover, write, check, retrieval grids. Deliberate practice	Recall strategies – cold calling, look, cover, write, check, retrieval grids. Deliberate practice	Use of White Boards Recall Strategies in low stakes assessments Retrieval Practice Spacing – regular review topics taught in previous lessons	Use of White Boards Recall Strategies in low stakes assessments Retrieval Practice Spacing – regular review topics taught in previous lessons
Wider Links	Students will be able to apply their knowledge to themselves and others in their family/community. They will be able to see how the factors discussed can affect individuals around them and themselves and use this for wider discussion with family/friends and to improve the health of themselves and those around them.	Students will be able to see how the support discussed is given in their community and who might benefit from this or who has used this around them. Students may also relate to the life events discussed as they may have experience of them and may use the knowledge learned to support their own wellbeing.	Improvements may be made in literacy and essay writing skills through completing the Pearson Set Assignment. There could also be improvements in mathematical skills through time management and understanding marks given.	Improvements may be made in literacy and essay writing skills through completing the Pearson Set Assignment. There could also be improvements in mathematical skills through time management and understanding marks given.	Students will be able to apply their knowledge of job roles and services to their own ideas of further education and careers available to increase their long-term aspirations and prospects. A better understanding of the health conditions that need support may enable students to understand more about issues facing family members to support positive relationships.	Students will be able to have a deeper understanding of the skills, values and attributes needed by professionals to support their own aspirations and to understand what to expect from professionals themselves. The skills discussed will support students in other areas too, both academically and socially, such as understanding how self-esteem develops for example.

	Year 11	HT1	HT2	HT3	HT4	HT5	HT6
End point:		To be working on PSA for component 2, using effective time management and independent study.	To complete PSA for component 2 and be able to verbalise how they have met their target grade.	To be able to understand physical and lifestyle indicators that can have an impact on health.	To understand how health can be improved and the barriers and obstacles to this that could be faced by individuals.	To be fully prepared and confident in the Component 3 content using taught revision strategies and through engaging in exam prep lessons.	
Curriculum Related Expectation		Students will complete their PSA 2 regarding the services available for individuals with specific needs.	Students will complete their PSA 2 regarding the services available for individuals with specific needs.	Students will learn about the way health is measured and baseline measurements. They will also complete practical elements of this.	Students will learn about the way health is measured and baseline measurements. They will also complete practical elements of this.	Students will be preparing for their Component 3 Exam, using appropriate revision strategies.	
Students need to know		How to understand the Pearson Set Assignment brief. How to meet the criteria to meet their target grade. How to prepare effective notes throughout the component to support them now in the PSA. The key points of primary and secondary health care services and social care services how they can work together and the barriers to using these. The skills, values and attributes needed by professionals working with specific individuals.	How to understand the Pearson Set Assignment brief. How to meet the criteria to meet their target grade. How to prepare effective notes throughout the component to support them now in the PSA. The key points of primary and secondary health care services and social care services how they can work together and the barriers to using these. The skills, values and attributes needed by professionals working with specific individuals.	That health and wellbeing is made up of physical health, emotional wellbeing and social wellbeing and what these include. The physical factors that can affect health that include inherited conditions, physical ill health, mental ill health, physical disabilities, sensory impairment. The cultural factors that can affect health that include religion, community participation, sexual orientation, gender roles, gender identity. The environmental factors that can affect health that can include good housing, rural/urban areas, pollution, the home environment. The economic factors that can affect health that can include financial resources and employment. The physical events that can affect the health of individuals, such as accidents and Physical ill health. The relationships changes that can affect health include starting or ending a relationship, parenthood, bereavement. The life circumstances that can affect health include moving house, moving school, moving jobs, exclusion, redundancy, imprisonment, changes in standard of living, retirement.	How heart rate is measured and what can have an impact on this increasing and decreasing. What is classed as 'normal' heart rate. How to measure own heart rate. How to measure own BMI and peak flow. The Eatwell plate guidance and the impact of not following this. The importance of physical activity and the recommended guidelines. The negative effects of smoking, alcohol and substance misuse. That a person-centred approach allows the individual to be involved in their own care. That a person-centred approach needs to take into account an individual's needs, wishes and individual circumstances. The benefits of a person-centred approach and the implications if this isn't followed. How to create recommendations and actions to improve an individual's health and wellbeing, such as doing regular physical activity to reduce blood pressure and eating a balanced diet to maintain a healthy weight. What formal support is and be able to give examples. What informal support is and be able to give examples. The barriers to following recommendations to improve health, including physical barriers, sensory barriers, social and cultural barriers, language barriers, geographical barriers, financial barriers, resources barriers, and why these may be an issue. The obstacles to following recommendations and how these could be overcome, including lack of time, lack of resources, unachievable targets, lack of support, psychological obstacles.	How to answer the exam questions and understand the different types of questions that will be asked, including multiple choice questions, short answer and longer answer questions. How to create a health plan based on given scenarios, as will be given in the exam. How to use Point, evidence, explain in the exam questions to achieve full marks on these questions. How to use revision strategies such as Look, cover, write, check; Mind maps; Flip cards; Retrieval grips, RAG rating. How the knowledge learnt across the whole course needs to be applied to complete the component 3 exam.	
Students should be able to		Work independently to complete the PSA. Use the knowledge they have been taught and the notes in their books to support their PSA work. Use the feedback given to ensure their work meets their MEG. Use SPAG correctly in their PSA work to be able to make coherent points and meet the criteria effectively.	Work independently to complete the PSA. Use the knowledge they have been taught and the notes in their books to support their PSA work. Use the feedback given to ensure their work meets their MEG. Use SPAG correctly in their PSA work to be able to make coherent points and meet the criteria effectively.	Use the lessons to make effective notes to enable them to feel prepared for the component 3 external examination. Apply their knowledge in lessons to deepen their understanding and ability to apply the same knowledge in their component 3 exam. Complete regular assessments and practice exam questions to ensure any gaps are addressed. Use taught revision strategies to prepare for the component 3 exam.	Use the lessons to make effective notes to enable them to feel prepared for the component 3 external examination. Apply their knowledge in lessons to deepen their understanding and ability to apply the same knowledge in their component 3 exam. Complete regular assessments and practice exam questions to ensure any gaps are addressed. Use taught revision strategies to prepare for the component 3 exam.	Use the lessons to make effective notes to enable them to feel prepared for the component 3 external examination. Apply their knowledge in lessons to deepen their understanding and ability to apply the same knowledge in their component 3 exam. Complete regular assessments and practice exam questions to ensure any gaps are addressed. Use taught revision strategies to prepare for the component 3 exam.	
Keywords		Primary, Secondary, Tertiary, Allied, Cardiovascular, Respiratory, Disabilities, Sensory, Impairments, Dementia, Obesity, Respite, Residential, Domiciliary, Barriers, Cultural, Geographical, Sensory, Financial, Observation, Organisation, Skills, Values, Attributes, Empathy, Patience, Compassion, Competence, Courage, Obstacles, Resources, Motivation, Conditions, Benefits.	Primary, Secondary, Tertiary, Allied, Cardiovascular, Respiratory, Disabilities, Sensory, Impairments, Dementia, Obesity, Respite, Residential, Domiciliary, Barriers, Cultural, Geographical, Sensory, Financial, Observation, Organisation, Skills, Values, Attributes, Empathy, Patience, Compassion, Competence, Courage, Obstacles, Resources, Motivation, Conditions, Benefits.	Inherited, Disabilities, Impairment, Orientation, Gender, Environmental, urban, Rural, Pollution, Financial, Economic, Employment, Accident, Bereavement, Redundancy, Retirement.	Increasing, Decreasing, Guidance, Guidelines, Person-Centred, Circumstances, psychological, targets, resources, Barriers, Informal, Formal, Overcome, Sensory, Balanced.	Inherited, Disabilities, Impairment, Orientation, Gender, Environmental, urban, Rural, Pollution, Financial, Economic, Employment, Accident, Bereavement, Redundancy, Retirement, Increasing, Decreasing, Guidance, Guidelines, Person-Centred, Circumstances, psychological, targets, resources, Barriers, Informal, Formal, Overcome, Sensory, Balanced.	
Key piece		Pearson Set Assignment – Due 15 th December	Pearson Set Assignment – Due 15 th December	Component 3 Exam – Early May	Component 3 Exam – Early May	Component 3 Exam – Early May	
Application of knowledge (Assessment)		Completing the Pearson Set Assignment to standards expected by Pearson and to meet their MEG.	Completing the Pearson Set Assignment to standards expected by Pearson and to meet their MEG.	Low stakes knowledge assessment every 5-6 lessons, including short and long answer questions. Challenge Zones used for sample component 3 exam questions.	Low stakes knowledge assessment every 5-6 lessons, including short and long answer questions. PPE in February. Challenge Zones used for sample component 3 exam questions.	Component 3 exam – Early May	

	Revision Strategy	Recall strategies – cold calling, look, cover, write, check, retrieval grids. Deliberate practice	Recall strategies – cold calling, look, cover, write, check, retrieval grids. Deliberate practice	Use of White Boards Recall Strategies in low stakes assessments Retrieval Practice Spacing – regular review topics taught in previous lessons Use of reviewing past exams	Use of White Boards Recall Strategies in low stakes assessments Retrieval Practice Spacing – regular review topics taught in previous lessons Use of reviewing past exams	Use of White Boards Recall Strategies in low stakes assessments Retrieval Practice Spacing – regular review topics taught in previous lessons Use of reviewing past exams	
	Wider Links	Improvements may be made in literacy and essay writing skills through completing the Pearson Set Assignment. There could also be improvements in mathematical skills through time management and understanding marks given.	Improvements may be made in literacy and essay writing skills through completing the Pearson Set Assignment. There could also be improvements in mathematical skills through time management and understanding marks given.	Students will learn to value the differences in individuals, such as cultural differences, which can help them to be inclusive of others and prevent discriminatory practice, therefore reducing the chances of anti-social behaviour in school and in the wider community. Students can also share this knowledge with family members to increase their knowledge also. They can also use the knowledge to inform their own decisions when it comes to improving their health and the health of those around them.	Students will use mathematical skills to measure own BMI and peak flow and this can support the science curriculum through learning about heart rate and illnesses. Students will understand how health can be improved and discuss these with family, peers and the wider community to make a positive impact, such as with stopping smoking for example.	Students will be developing study skills that can support all of their GCSE subjects as well as develop their own study skills for future education, such as into Post 16.	