



## Health and Social Care

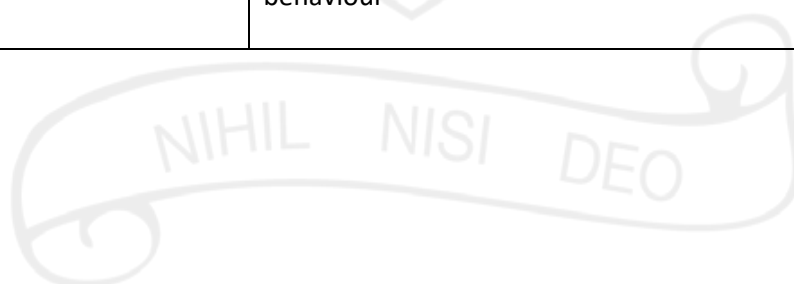


### Curriculum Overview Key Stage 4

KEY STAGE 4		
Examination Specification: EDEXCEL / BTEC		
	Topic	Key Themes
YEAR 10	Understand human growth and development across life stages and the factors that affect it	<p>Learners will explore different aspects of growth and development across the life stages using the physical, intellectual, emotional, and social (PIES) classification.</p> <ul style="list-style-type: none"><li>• Main life stages:<ul style="list-style-type: none"><li>o infants (birth to 2 years)</li><li>o early childhood (3–8 years)</li><li>o adolescence (9–18 years)</li><li>o early adulthood (19–45 years)</li><li>o middle adulthood (46–65 years)</li><li>o later adulthood (65+ years).</li></ul></li></ul>
	Understand human growth and development across life stages and the factors that affect it	<ul style="list-style-type: none"><li>o physical growth and development across the life stages, including gross and fine motor skills, growth patterns, primary and secondary sexual characteristics, menopause</li><li>o intellectual/cognitive development across the life stages, including language development, problem solving</li></ul>

		<ul style="list-style-type: none"> <li>o emotional development across the life stages, including bonding and attachment</li> <li>o social development across the life stages, including the formation of relationships with others and the socialisation process.</li> </ul>
	Factors affecting growth and development	<p>Physical factors, to include:</p> <ul style="list-style-type: none"> <li>o genetic inheritance</li> <li>o experience of illness and disease</li> <li>o diet and lifestyle choices</li> <li>o appearance.</li> </ul> <p>• Social and cultural factors, to include:</p> <ul style="list-style-type: none"> <li>o culture</li> <li>o educational experiences</li> <li>o the influence of role models</li> <li>o the influence of social isolation</li> <li>o personal relationships with friends and family.</li> </ul> <p>• Economic factors, to include:</p> <ul style="list-style-type: none"> <li>o income/wealth</li> <li>o material possessions.</li> </ul>
	Different types of life event	<p>• Physical events, to include:</p> <ul style="list-style-type: none"> <li>o accident/injury</li> <li>o ill health.</li> </ul> <p>• Relationship changes, to include:</p> <ul style="list-style-type: none"> <li>o entering into relationships</li> <li>o marriage</li> <li>o divorce</li> <li>o parenthood</li> <li>o bereavement.</li> </ul> <p>• Life circumstances, to include:</p> <ul style="list-style-type: none"> <li>o moving house, school or job</li> <li>o exclusion from education</li> <li>o redundancy</li> <li>o imprisonment</li> <li>o retirement.</li> </ul>
	Coping with change caused by life events	<p>• How individuals adapt to these changes.</p> <p>• Sources of support:</p> <ul style="list-style-type: none"> <li>o family, friends, partners</li> <li>o professional carers and services</li> <li>o community groups, voluntary and faith-based organisations.</li> </ul> <p>• Types of support:</p> <ul style="list-style-type: none"> <li>o emotional</li> <li>o information and advice</li> <li>o practical help</li> </ul>

	Health and social care services	<ul style="list-style-type: none"> <li>• Different health care services and how they meet service user needs:               <ul style="list-style-type: none"> <li>o primary care</li> <li>o secondary and tertiary care</li> <li>o allied health professionals</li> </ul> </li> <li>• Different social care services and how they meet service user needs:               <ul style="list-style-type: none"> <li>o services for children and young people</li> <li>o services for adults or children with specific needs</li> <li>o services for older adults</li> <li>o the role of informal social care provided by relatives, friends, and neighbours.</li> </ul> </li> </ul>
	Barriers to accessing services	<ul style="list-style-type: none"> <li>• Types of barrier and how they can be overcome by the service providers or users:               <ul style="list-style-type: none"> <li>o physical barriers</li> <li>o sensory barriers</li> <li>o social, cultural and psychological barriers</li> <li>o language barriers</li> <li>o geographical barriers</li> <li>o intellectual barriers</li> <li>o resource barriers for service provider</li> <li>o financial barriers,</li> </ul> </li> </ul>
	<b>Topic</b>	<b>Key Themes</b>
<b>YEAR 11</b>	Health and Wellbeing	<p>Demonstrate knowledge and understanding of factors that affect health and wellbeing</p> <p>Interpret health indicators</p>
	Health and Wellbeing	<p>Design a person-centred health and wellbeing improvement plan</p> <p>Demonstrate knowledge and understanding of how to overcome obstacles relating to health and wellbeing improvement plans</p>
	Care values	<ul style="list-style-type: none"> <li>• Care values:               <ul style="list-style-type: none"> <li>o empowering and promoting independence by involving individuals</li> <li>o respect for the individual by respecting service users' needs, beliefs, and identity</li> <li>o maintaining confidentiality</li> <li>o preserving the dignity of individuals to help them maintain privacy and self-respect</li> <li>o effective communication that displays empathy and warmth</li> <li>o safeguarding and duty of care</li> <li>o promoting anti-discriminatory practice by being aware of types of unfair discrimination and avoiding discriminatory behaviour</li> </ul> </li> </ul>



	<p>Reviewing own application of care values</p>	<ul style="list-style-type: none"> <li>• Key aspects of a review: <ul style="list-style-type: none"> <li>o identifying own strengths and areas for improvement against the care values</li> <li>o receiving feedback from teacher or service user about own performance</li> <li>o responding to feedback and identifying ways to improve own performance.</li> </ul> </li> </ul>
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### Extracurricular and Enrichment opportunities

- Learners will also benefit from guest speakers from their local community and beyond. Learners may be given the opportunity to visit and take part in work experience in a variety of setting such as pre-schools, primary schools, and nursing homes. Learners will also be able to draw on the knowledge and skills acquired from other GCSE and subjects where relevant.
- Ready-or-Not Tots that students will be able to have a full parental experience throughout the academic year with, taking them home to demonstrate skills needed and understand the responsibilities of parenting.

