

### **Health and Social Care High Level Plan**

<b>Year 10 Autumn Term</b>		<b>Year 10 Spring Term</b>	<b>Year 10 Summer Term</b>
<b>Human Life span Development</b>	<p>A1 Human growth and development <b>across life stages</b> Learners will explore different aspects of growth and development <b>across the life stages</b> using the physical, intellectual, emotional and social (PIES) classification.</p> <ul style="list-style-type: none"> <li>• Main life stages:</li> <li>• PIES growth and development in the main life stages:</li> <li>• physical growth and development across the life stages, including gross and fine motor skills, growth patterns, primary and secondary sexual characteristics, menopause, loss of mobility, muscle tone/strength and skin elasticity.</li> <li>• intellectual/cognitive development across the life stages, including language development, problem solving, abstract and creative thinking, development/loss of memory and recall.</li> <li>• emotional development across the life stages, including bonding and attachment, independence and self-esteem, security, contentment, self-image.</li> <li>• social development across the life stages, including the formation of</li> </ul>	<p>Learners will explore the different factors that can affect an individual's growth and development. Different factors will impact on different aspects of growth and development.</p> <ul style="list-style-type: none"> <li>• Physical factors</li> <li>• Social and cultural factors, to include</li> <li>• Economic factors</li> <li>• Physical events</li> <li>• Relationship changes</li> <li>• Life circumstances</li> <li>• How individuals adapt to these changes</li> <li>• Sources of support</li> <li>• Types of support</li> </ul>	<p>Learners will explore how factors can affect an individual's health and wellbeing positively or negatively. This links to, and extends, knowledge and understanding of life events covered in Component 1, but here the focus is on health and wellbeing.</p> <ul style="list-style-type: none"> <li>• Definition of health and wellbeing: a combination of physical health and social and emotional wellbeing, and not just the absence of disease or illness.</li> <li>• Physical and lifestyle factors that can have positive or negative effects on health and wellbeing.</li> </ul>

	relationships with others and the socialisation process.		
	<b>Year 11 Autumn Term</b>	<b>Year 11 Spring Term</b>	<b>Year 11 Summer Term</b>
<b><i>Health and Well being.</i></b>	<p>Learners will explore how factors can affect an individual's health and wellbeing positively or negatively. This links to, and extends, knowledge and understanding of life events covered in Component 1, but here the focus is on health and wellbeing.</p> <ul style="list-style-type: none"> <li>• Social, emotional and cultural factors that can have positive or negative effects on health and wellbeing.</li> <li>• Economic factors that can have positive or negative effects on health and wellbeing.</li> <li>• Environmental factors that can have positive or negative effects on health and wellbeing.</li> <li>• The impact of life events relating to relationship changes and changes in life circumstances.</li> <li>• Learners will interpret indicators that can be used to measure physiological health, interpreting data using published guidance.</li> <li>• Physiological indicators that are used to measure health.</li> <li>• Interpretation of lifestyle data, specifically risks to physical health associated with.</li> </ul>	<p>Learners will explore the health and social care services that are available and why individuals may need to use them.</p> <ul style="list-style-type: none"> <li>• Different health care services and how they meet service user needs.</li> <li>• Different social care services and how they meet service user needs.</li> <li>• Types of barrier and how they can be overcome by the service providers or users.</li> </ul>	<p>Learners will explore and practise applying the different care values that are key to the delivery of effective health and social care services.</p> <ul style="list-style-type: none"> <li>• Care values.</li> <li>• empowering and promoting independence by involving individuals, where possible, in making choices, e.g. about treatments they receive or about how care is delivered or respect for the individual by respecting service users' needs, beliefs and identity</li> <li>• Maintaining confidentiality (when dealing with records, avoiding sharing information inappropriately, e.g. gossip)</li> <li>• Preserving the dignity of individuals to help them maintain privacy and self-respect or effective communication that displays empathy and warmth</li> <li>• Safeguarding and duty of care, e.g. maintaining a healthy and safe environment, keeping individuals safe from physical harm</li> </ul>

	<ul style="list-style-type: none"><li>• The importance of a person-centred approach that takes into account an individual's needs, wishes and circumstances.</li><li>• Learners will explore the obstacles that individuals can face when implementing these plans and how they may be mitigated.</li></ul>		<ul style="list-style-type: none"><li>• Promoting anti-discriminatory practice by being aware of types of unfair discrimination and avoiding discriminatory behaviour.</li></ul> <p>Learners will reflect on own application of care values, including using teacher or service-user feedback.</p> <ul style="list-style-type: none"><li>• Key aspects of a review:</li><li>• Identifying own strengths and areas for improvement against the care values</li><li>• Receiving feedback from teacher or service user about own performance</li><li>• Responding to feedback and identifying ways to improve own performance</li></ul>
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**Key themes linked to Pearson Edexcel BTEC Tech Award in Health and Social Care:**

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<b>Year 10 Autumn Term</b>	<b>Year 11 Autumn Term</b>
<b>Component 1: Human Lifespan Development</b>	<b>AO1 Demonstrate knowledge and understanding of factors that affect health and wellbeing</b>
LA A – A.1P1 Identify aspects of growth and development for a selected individual.	A1 Factors affecting health and wellbeing
A.1P2 Identify factors that have had an effect on growth and development of a selected individual.	<b>AO2 Interpreting health indicators</b>
A.1M1 Outline different aspects of growth and development across three life stages for a selected individual.	B1 Physiological indicators
A.1M2 Outline the ways that different factors have affected growth and development of a selected individual.	B2 Lifestyle indicators
A.2P1 Describe growth and development across three life stages for a selected individual.	<b>AO3 Design a person-centred health and wellbeing improvement plan</b>
A.2P2 Explain how different factors have affected growth and development of a selected individual.	C1 Health and wellbeing improvement plans
A.2M1 Compare the different factors that have affected growth and development across three life stages for a selected individual.	<b>AO4 Demonstrate knowledge and understanding of how to overcome obstacles relating to health and wellbeing improvement plans</b>
A.2D1 Assess the changing impact of different factors in the growth and development across three life stages of a selected individual.	C2 Obstacles to implementing plans
<b>Year 10 Spring Term</b>	<b>Year 11 Spring Term</b>
<b>Component 1: Human Lifespan Development</b>	<b>Component 3 Examination</b>
<b>Unit 1 LA A write up</b>	<b>Component 2 Health and Social Care Services and Values</b>
<b>LA B Investigate how individuals deal with life events</b>	A1 Health and social care services
B.1P3 Identify relevant information about a life event experienced by two individuals.	Students will explore the health and social care services that are available and why individuals may need to use them

B.1P4 Identify sources of support that were available to two individuals experiencing a life event.	A2 Barriers to accessing services
B.1M3 Outline the impact of a life event on the development of two individuals.	Students will explore barriers that can make it difficult to use these services and how these barriers can be overcome.
B.1M4 Outline what support was given to two individuals experiencing a life event.	<b>Component 2 Learning Aim A write up</b>
<b>Year 10 Summer Term</b>	<b>Year 11 Summer Term</b>
<b>LA B Investigate how individuals deal with life events</b>	<b>Learning aim B: Demonstrate care values and review own practice</b>
B.2P3 Explain the impact of a life event on the development of two individuals.	Learners will explore and practise applying the different care values that are key to the delivery of effective health and social care services.
B.2P4 Explain how two individuals adapted to a life event, using support	<b>B2 Reviewing own application of care values</b>
B.2M2 Compare the ways that two individuals adapted to a life event and the role that support played.	Learners will reflect on own application of care values, including using teacher or service-user feedback.
B.2D2 Assess how well two individuals adapted to a life event and the role and value of support in this.	<b>Component 2 Learning Aim B write up</b>
<b>Unit 1 LA B write up</b>	