

## Health & Social Care: Term by Term Plan

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
<b>Year 10: SSC</b>	<p>Start Component 2 – <i>Health and Social Care Services and Values</i> (Coursework Unit).</p> <p>Teaching the following topics:</p> <ul style="list-style-type: none"> <li>• Primary care</li> <li>• Secondary and tertiary care</li> <li>• Allied health professionals</li> </ul>	<p>Continue Component 2 – <i>Health and Social Care Services and Values</i>.</p> <p>Teaching the following topics:</p> <ul style="list-style-type: none"> <li>• Services for children and young people</li> <li>• Informal social care</li> </ul> <p>After teaching and learning students will begin Learning Aim A - Section A of the coursework for Component 2.</p> <p><b>Deadline for Section A of coursework is before Christmas break.</b></p>	<p>Continue Component 2 – <i>Health and Social Care Services and Values</i>.</p> <p>Teaching the following topics:</p> <ul style="list-style-type: none"> <li>• Physical barriers</li> <li>• Sensory barriers</li> <li>• Social, cultural and psychological barriers</li> <li>• Language barriers</li> <li>• Geographical barriers</li> <li>• Intellectual barriers</li> <li>• Resource barriers</li> <li>• Financial barriers</li> </ul> <p>After teaching and learning students will begin Learning Aim A - Section B of the coursework for Component 2.</p>	<p>Students will continue completing Section B coursework.</p> <p><b>Deadline for Section B of coursework is before Easter break.</b></p>	<p>Start Component 3 – <i>Health and Wellbeing</i> (Examination Unit).</p> <p>Teaching the following topics:</p> <ul style="list-style-type: none"> <li>• Health Indicators</li> <li>• Resting pulse rate and recovery after exercise</li> <li>• Blood pressure</li> <li>• Peak flow</li> <li>• Body mass index</li> </ul> <p><b>Complete mock examination.</b></p>	<p>Continue Component 3.</p> <p>Teaching the following topics:</p> <ul style="list-style-type: none"> <li>• Using guidelines to interpret health indicators</li> <li>• Risk to physical health of abnormal readings</li> <li>• Interpreting lifestyle data</li> </ul> <p><b>End of year test to monitor learning.</b></p>
<b>DW</b>	<p><b>Component 1:-</b>Human Lifespan Development <b>Aim A:-</b> *Main life stages *Physical development in different life stages. * Intellectual development *Language development *Emotional development *Social development Assessment Practice</p>	<p>*Social and cultural factors *Economic factors</p> <p><b>Aim B</b> *Relationship changes *Life circumstances *Dealing with life Changes.  Assessment practice</p>	<p>Introduce Course work on <b>Factors Effecting Development.</b> *Two lessons on course work *One lesson on theory.  <u>Lessons</u> *Adapting to change  Assessment Practice</p>	<p>Carry on with course work and one theory lesson.  <u>Lessons</u> *Types of support  Assessment Practice</p>	<p>Course work to be handed in and assessed.  <u>Lessons:</u> *Informal support *Formal support *Voluntary support.  Assessment Practice</p>	<p><b>Component 3</b> <b>Aim A</b> *definition of health and wellbeing *Genetic inheritance *Ill health *Diet  Assessment Practice</p>

<p><b>Year 11: SSC</b></p>	<p>Start Component 2 – <i>Health and Social Care Services and Values</i> (Coursework Unit).</p> <p>Teaching the following topics:</p> <ul style="list-style-type: none"> <li>• Empowering and promoting independence</li> <li>• Respect for others</li> <li>• Maintaining confidentiality</li> <li>• Preserving dignity</li> <li>• Effective communication</li> <li>• Safeguarding and duty of care</li> <li>• Promoting anti-discriminatory practice</li> </ul>	<p>Continue Component 2 – <i>Health and Social Care Services and Values</i> (Coursework Unit).</p> <p>Teaching the following topics:</p> <ul style="list-style-type: none"> <li>• Applying care values in a compassionate way</li> <li>• Working together</li> <li>• Making mistakes</li> <li>• Reviewing own application of care values</li> <li>• Receiving feedback</li> <li>• Using feedback</li> </ul>	<p>Students will begin Learning Section A of Learning Aim B of the coursework for Component 2.</p> <p><b>Deadline for Section A is February half term. To complete role play.</b></p> <p><b>Preparation for mock examination.</b></p>	<p>Students will begin Section B Learning Aim B of the coursework for Component 2.</p> <p><b>To complete evaluation of role play. Deadline is due March.</b></p>	<p>Continue Component 3 – <i>Health and Wellbeing</i> (Examination Unit).</p> <p>Teaching the following topics:</p> <ul style="list-style-type: none"> <li>• Recap of last year’s learning</li> <li>• The importance of person-centred approach</li> <li>• Recommended actions to improve health and wellbeing</li> <li>• Short and long term targets</li> <li>• Sources of support</li> <li>• Potential obstacles to implementing plans</li> <li>• Emotional/psychological obstacles</li> <li>• Time constraints</li> <li>• Availability of resources</li> <li>• Unachievable targets</li> <li>• Lack of support</li> <li>• Disability and addiction</li> </ul> <p><b>Planning and preparation for external examination.</b></p>	<p><b>Students have left CHS.</b></p>
<p><b>DW</b></p>	<p>Continue with <b>Component 3 Aim A</b></p> <ul style="list-style-type: none"> <li>*Exercise</li> <li>*Substance use</li> <li>*Personal Hygiene</li> <li>*Social interactions</li> </ul>	<p>Introduce Coursework <b>Comparing Life Events.</b></p> <ul style="list-style-type: none"> <li>*Two lessons on course work</li> <li>*One lesson on theory.</li> </ul> <p><u>Lessons</u></p> <ul style="list-style-type: none"> <li>*Accessing services</li> </ul>	<p>Carry on with course work and one theory lesson.</p> <p><u>Lessons</u></p> <ul style="list-style-type: none"> <li>*Financial resources</li> <li>Housing</li> </ul>	<p>Course work to be handed in and assessed.</p> <p><u>Lessons:</u></p> <ul style="list-style-type: none"> <li>Aim C</li> <li>*time constraints</li> <li>*Availability of resources</li> </ul>	<ul style="list-style-type: none"> <li>*Unachievable targets</li> <li>*Lack of support</li> </ul> <p>Ability/disability</p> <p>Barriers to accessing identified services.</p>	<p>Revision</p>

	*Stress Assessment Practice	Mock Exams	Assessment Practice	Assessment Practice	Assessment Practice	Assessment Practice
<b>Year 12: SSC</b>	<p>Week B - Start Unit 1 - <i>Human Lifespan and Development</i> (Exam Unit).</p> <p>Teaching Learning Aim B – <i>Factors affecting human growth and development</i>:</p> <ul style="list-style-type: none"> <li>The nature/nurture debate</li> <li>Genetic factors affecting development</li> </ul> <p>Week A - Start Unit 5 – <i>Meeting Individual Care and Support Needs</i> (Coursework Unit).</p> <p>Teaching Learning Aim A – <i>Examine principles, values and skills, which underpin the care and support needs of individuals</i>. Teaching the following topics:</p> <ul style="list-style-type: none"> <li>Promoting equality, diversity and preventing discrimination.</li> <li>Skill and personal attributes requires for developing relations with individuals.</li> </ul>	<p>Continue Unit 1.</p> <p>Continue Learning Aim B. Teaching the following topics:</p> <ul style="list-style-type: none"> <li>Environmental factors affecting development</li> </ul> <p>Social factors affecting development.</p> <p>Continue Unit 5.</p> <p>Start Learning Aim B – <i>Examine the ethical issues involved when providing care and support to meet individual needs</i>. Teaching the following topics:</p> <ul style="list-style-type: none"> <li>Ethical issues and approaches</li> <li>Legislation and guidance on conflicts of interest, balancing resources and minimising risk.</li> </ul>	<p>Continue Unit 1.</p> <p>Continue Learning Aim B. Teaching the following topics:</p> <ul style="list-style-type: none"> <li>Economic factors affecting development</li> <li>Major life events</li> </ul> <p>Continue Unit 5.</p> <p>Start Learning Aim C – <i>Investigate the principles behind enabling individuals with care and support needs to overcome challenges</i>. Teaching the following topics:</p> <ul style="list-style-type: none"> <li>Enabling individuals to overcome challenges</li> <li>Promoting personalisation</li> <li>Communication techniques</li> </ul>	<p>Continue Unit 1.</p> <p>Begin Teaching learning aim C – <i>Effects of ageing</i>. Teaching the following topics:</p> <ul style="list-style-type: none"> <li>The physical changes of ageing</li> <li>The psychological changes of ageing</li> <li>The societal effects of an ageing population</li> </ul> <p><b>Revision for upcoming May exam starts.</b></p> <p><b>Coursework handed out for Unit 5.</b></p>	<p>Week B: Students revising for Unit 1 exam.</p> <p>Week A: Students completing Unit 5 coursework.</p>	<p><b>Exam completed in May.</b></p> <p><b>Coursework deadline June.</b></p>

<p><b>DW</b></p>	<p><b><u>Unit 1</u></b>  <b><u>Human growth and development through the life stages.</u></b>  <u>Aim A:-</u>          *Main life stages          *Physical development in different life stages.          * Intellectual development          *Language development</p> <p>Assessment Practice</p>	<p><b><u>Introduce Course work</u></b>  <b><u>Unit 5- Report D Meeting</u></b>  <b><u>Individuals Care and support</u></b> Needs          *Two lessons on course work          *One lesson on theory.</p> <p><u>Lesson:</u>          *Emotional development          *Social development</p> <p>Assessment Practice</p>	<p>Carry on with course work and one theory lesson.</p> <p><u>Lessons</u>          *Piaget’s model          *Chomsky Model of language acquisition</p> <p>Mock Exams</p>	<p>Course work to be handed in marked and then returned and remarked after 15 days.</p> <p><u>Lessons:</u>          Aim B          *The nature/nurture debate.          *Genetic factors that affect development.          * Environmental factors that affect development</p> <p>Assessment Practice</p>	<p>Continue teaching Aim B:</p> <p>*Social factors that affect development.          *Economic factors that affect development          *Major life events that affect development</p> <p>Assessment Practice</p>	<p>Revision</p> <p>Mock exam</p> <p>Unit 2          Aim A:          The roles and responsibilities of people who work in the health and social care sector.</p> <p>*Roles of people who work in health and social care setting.</p>
<p><b>Year 13: SSC</b></p>	<p>Week B - Start Unit 2 – <i>Working in Health and Social Care</i> (Exam Unit).</p> <p>Teaching Learning Aim B – <i>The roles of organisations in health and social care sector.</i>          Teaching the following topics:</p> <ul style="list-style-type: none"> <li>Roles of organisations in providing health and social care services (large section of content)</li> </ul> <p>Week A - Start Unit 10 – <i>Sociological Perspectives</i> (Coursework Unit).</p> <p>Teaching Learning Aim A – <i>Understand how sociological concepts and perspectives are applied to the study of health and</i></p>	<p>Continue teaching Unit 2 - Learning Aim B. Teaching the following topics:</p> <ul style="list-style-type: none"> <li>Issues that affect access to services</li> <li>Ways organisations represent the interests of service users</li> </ul> <p>Week A - Continue Unit 10. Start Learning Aim B – <i>Understand how Examine how sociological approaches support understanding of models and concepts of health.</i>          Teaching the following topics:</p> <ul style="list-style-type: none"> <li>The biomedical model of health and alternatives</li> </ul>	<p>Continue teaching Unit 2 - Learning Aim B. Teaching the following topics:</p> <ul style="list-style-type: none"> <li>Roles of organisations that regular and inspect health and social care services</li> <li>Responsibilities Of organisations towards people who work in health and social care settings</li> </ul> <p><b>Coursework handed out for Unit 10 Sociological Perspectives.</b></p>	<p>Start teaching Unit 2 - Learning Aim C- <i>Working with people with specific needs in the health and social care sector.</i>          Teaching the following topics:</p> <ul style="list-style-type: none"> <li>People with specific needs</li> <li>Working practices</li> </ul> <p><b>Begin exam revision for Unit 2 Exam in May.</b></p>	<p>Week B: Students revising for Unit 2 exam.</p> <p>Week A: Students completing Unit 10 coursework.</p> <p><b>Coursework deadline April.</b></p>	<p><b>Students have left CHS.</b></p>

	<p><i>social care</i>. Teaching the following topics:</p> <ul style="list-style-type: none"> <li>• Concepts and terminology used within sociology</li> <li>• The key sociological perspectives</li> </ul>	<ul style="list-style-type: none"> <li>• The concepts of health, ill health and disability</li> </ul>				
DW	<p><b>Unit 2</b> <b>Aim A;</b> *Responsibilities of people who work in health and social care settings. *providing person care  *Assessment and care and support planning.  Assessment Practice</p>	<p><b>Introduce Course work</b> <b>Unit 10- Report C</b> <b>Sociological Perspectives</b> *Two lessons on course work  *One lesson on theory.  Lesson: *Specific responsibilities of people who work in care settings  Assessment Practice</p>	<p>Carry on with course work and one theory lesson.  <u>Lessons</u> *Promoting anti-discriminatory practice *Empowering individuals  Mock</p>	<p>Course work to be handed in marked and then returned and remarked after 15 days.  <u>Lesson:</u> *Ensuring safety in health and social care setting. *Reporting and recording accidents and incidents *recoding and storage of data  Assessment Practice</p>	<p>*Accountability to professional organisations. *Multi-disciplinary working in the health and social care sector.  *Monitoring the work of people in health and care settings  Assessment Practice</p>	<p>Revision  Exam</p>