

Health & Social Care Curriculum Intent - Year 10 2021-22

	Autumn Term		Spring Term	Summer Term		
	1 September-October	2 November-December	1 January-February	2 February- March	1 April-May	2 June - July
Key Concepts	Unit 1: Introduction to the health and social care sector	Unit 1: Introduction to the health and social care sector	Unit 1: Introduction to the health and social care sector	Unit 2: Professional practice and the health and social care practitioner	Unit 2: Professional practice and the health and social care practitioner	Unit 2: Professional practice and the health and social care practitioner
Knowledge & Understanding	<p>Understand health and social care provision. -Types of health and social care services & their functions</p> <p>Understand job roles of health and social care practitioners. -Job roles: social worker, nurse, doctor, health care assistant, activities co-ordinator, outreach worker, occupational therapist, counsellor & dietician.</p> <p>Understand how health and social care services are accessed. - Types of referral used to access health and social care services. - Barriers to accessing health and social care service & how these barriers may be overcome.</p> <p>Understand specific care needs and services accessed by individuals throughout the life stages. -Care needs of individuals through the life stages. -Health and social care services accessed by individuals through the life stages.</p> <p>Understand informal care -The role of informal care & types of informal carers.</p> <p>Understand regulation and inspection in health and social care provision. -The role of regulatory and inspection bodies. -Regulatory and inspection bodies: the Care Quality Commission (CQC) & Ofsted.</p>			<p>Understand the responsibilities of health and social care practitioners -Professional skills, behaviours and attributes required by health and social care practitioners. -Reasons for health and social care practitioners adhering to their job description. -Why continuing professional development is integral to the role of the health and social care practitioner.</p> <p>Understand health and social care values underpinning practice. -Legislation and standards which underpin practice. -Health and social care values. -How individuals accessing health and social care services are valued. -Person-centred practice & its impact</p> <p>Understand partnership working in health and social care. -Distinguish between a working relationship and a personal relationship. -How health and social care practitioners work in partnership. -How partnership working meets the needs of individuals. -Barriers to partnership working & strategies to overcome barriers to partnership working.</p> <p>Understand different career pathways in the health and social care sector -Opportunities for career development in health and social care. -Sources of information in relation to career development. -Qualifications and training opportunities in relation to career development. -How to create a personal development plan.</p>		
Assessment	Mid Unit Assessment		End of Unit Assessment	Mid Unit Assessment	End of Unit Assessment	End of Unit Assessment Year 10 mocks exams
Why this?	Unit 1 provides learners with a broad and in-depth knowledge base providing the opportunity to explore the health and social care sector. The learner will be required to apply knowledge and understanding through a mandatory assessment of learning which will be subject to internal and external quality assurance					
Why now?						

	<p>Unit 2 provides a broad, in-depth knowledge base from which learners can explore working practice in health and social care. The learner will be required to apply knowledge and understanding through a mandatory assessment of learning which will be subject to internal and external quality assurance.</p> <p>The external exam students sit in January of Year 11 is a synoptic exam based on the content of Unit 1 2 & 3. Therefore, it is vital that all the content of Unit 1 & 2 are covered within the first year of the course and that students are confident about everything they have learnt by the end of year 10.</p>		
Skills & Characteristics	objectivity, patience, respect, empathy, commitment, effective communication and interpersonal skills, observation skills, professionalism, problem-solving skills, teamwork, reflective practitioner.		
Aspirations & Careers	social worker, nurse, doctor, health care assistant, activities co-ordinator, outreach worker, occupational therapist, counsellor, dietician, teaching assistant, primary school teacher		
End Points	<p>Basic -(Lower Ability End Points) Pupils show basic knowledge and understanding, which demonstrates breadth but lacks depth in areas of health, & social care related topics. They are able to identify key terms and make loose patterns within topics. Pupils generate ideas, use information from different contexts, and apply it to examples. They are familiar with key health & social care terminology and able to communicate these in a basic way.</p> <p>Unit 1 (Pass) -To be able to identify one example of a health and social care service from each type of provision that can be found in your local area. -To be able to list the functions of each of the services identified. - To be able to describe one health and social care job role held within each of the services - To be able to identify two types of referral used to access health and social care services. - To be able to explain how three barriers to accessing health and social care services may be overcome - To be able to outline one health and social care service typically accessed at each life stage. - To be able to give two examples of informal care. - To be able to describe the role of</p>	<p>Clear -(Middle Ability End Points) Pupils show good knowledge and understanding, which demonstrates breadth and some depth in areas of health, and social care related topics. They take account of a number of factors or use ideas in their descriptions and explanations, identifying some links and patterns within and between topics, for example linking content to real life examples.</p> <p>Pupils draw on and use a range of sources of information. They interpret and evaluate information, in different contexts, and apply their understanding to real like examples. The make appropriate use of health & social care terminology to produce structured work. They interpret and apply knowledge and understanding are able to communicate ideas. They write fairly accurately and in a comprehensive way</p> <p>Unit 1 (Merit) -To be able to identify one example of a health and social care service from each type of provision that can be found in your local area. -To be able to list the functions of each of the services identified. - To be able to describe one health and social care job role held within each of the services - To be able to identify two types of referral used to access health and social care services. - To be able to explain how three barriers to accessing health and social care services may be overcome - To be able to outline one health and social care service typically accessed at each life stage.</p>	<p>Detailed -(Higher Ability End Points) Pupils show a confident and extensive knowledge and understanding which demonstrates both breadth and depth of knowledge and understanding of health & Social care related topics. They apply this effectively in their descriptions and explanations, identifying links and patterns within and between topics, for example linking theory to practice.</p> <p>They interpret and evaluate information, from a range of sources in a range of contexts, and apply their understanding to wide range real life examples. Pupils seek out information to support their points based on real life examples. They use health & Social care terminology confidently, reflectively and critically. They interpret and apply knowledge and understanding are able to communicate ideas in a comprehensive way. They are able to reflect upon topics critically and effectively. They write coherently and accurately.</p> <p>Unit 1 (Distinction) -To be able to identify one example of a health and social care service from each type of provision that can be found in your local area. -To be able to list the functions of each of the services identified. - To be able to describe one health and social care job role held within each of the services - To be able to identify two types of referral used to access health and social care services. - To be able to explain how three barriers to accessing health and social care services may be overcome - To be able to outline one health and social care service typically accessed at each life stage. - To be able to give two examples of informal care. - To be able to describe the role of regulatory and inspection bodies for health and social care</p>

	<p>regulatory and inspection bodies for health and social care.</p> <p><u>Unit 2 Pass</u></p> <ul style="list-style-type: none"> -To be able to Identify current legislation and standards that underpin practice in health and social care. -To be able to describe four (4) professional skills, behaviours and attributes required by health and social care practitioners. -To be able to list four (4) health and social care values. -To be able to explain using examples, two (2) reasons why health and social care practitioners must work within the requirements of their given job role. - To be able to identify benefits of continuing professional development for; self and own career development, career pathways and progression in health and social care, individuals accessing health and social care services & health and social care practitioners. -To be able to create a personal development plan -To be able to define person-centred practice. -To be able to compare professional and personal relationships for partnership working. 	<ul style="list-style-type: none"> - To be able to give two examples of informal care. - To be able to describe the role of regulatory and inspection bodies for health and social care <ul style="list-style-type: none"> -To be able to describe the functions of one (1) type of health and social care service from each provision To be able to explain two (2) types of referral used to access health and social care services. -To be able to explain how health and social care services meet the care needs of individuals at each life stage <p><u>Unit 2 Merit</u></p> <ul style="list-style-type: none"> -To be able to Identify current legislation and standards that underpin practice in health and social care. -To be able to describe four (4) professional skills, behaviours and attributes required by health and social care practitioners. -To be able to list four (4) health and social care values. -To be able to explain using examples, two (2) reasons why health and social care practitioners must work within the requirements of their given job role. - To be able to identify benefits of continuing professional development for; self and own career development, career pathways and progression in health and social care, individuals accessing health and social care services & health and social care practitioners. -To be able to create a personal development plan -To be able to define person-centred practice. -To be able to compare professional and personal relationships for partnership working. <ul style="list-style-type: none"> -To be able to explain the impact of professional skills, behaviours and attributes of the health and social care practitioner on an individual accessing a service - To be able to explain how person centred care meets the holistic needs of individuals accessing health and social care services -To be able to describe characteristics of partnership 	<ul style="list-style-type: none"> -To be able to describe the functions of one type of health and social care service from each provision To be able to explain two types of referral used to access health and social care services. -To be able to explain how health and social care services meet the care needs of individuals at each life stage <ul style="list-style-type: none"> -To be able to compare and contrast formal and informal care services -To be able to explain the impact of regulatory inspection on; individuals accessing health and social care, the service provider & public trust. <p><u>Unit 2 Distinction</u></p> <ul style="list-style-type: none"> -To be able to Identify current legislation and standards that underpin practice in health and social care. -To be able to describe four (4) professional skills, behaviours and attributes required by health and social care practitioners. -To be able to list four (4) health and social care values. -To be able to explain using examples, two (2) reasons why health and social care practitioners must work within the requirements of their given job role. - To be able to identify benefits of continuing professional development for; self and own career development, career pathways and progression in health and social care, individuals accessing health and social care services & health and social care practitioners. -To be able to create a personal development plan -To be able to define person-centred practice. -To be able to compare professional and personal relationships for partnership working. <ul style="list-style-type: none"> -To be able to explain the impact of professional skills, behaviours and attributes of the health and social care practitioner on an individual accessing a service . - To be able to explain how person centred care meets the holistic needs of individuals accessing health and social care services -To be able to describe characteristics of partnership working and identify barriers to working effectively with others. <ul style="list-style-type: none"> -To be able to explain how health and social care values are
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working and identify barriers to working effectively with others.

embedded into the role of the health and social care practitioner.
- To be able to summarise how partnership working meets the needs of individuals accessing health and social care services.

Health & Social Care Curriculum Intent - Year 11 2022-23

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	Autumn Term		Spring Term		Summer Term	
	1 September- October	2 November December	1 January-February	2 February- March	1 April-May	2 June - July
Key Concepts	Unit 3: Human growth and development through the life stages		Unit 3: Human growth and development through the life stages	Revisions / Exams		
Knowledge & Understanding	<p>Understand development from conception to birth.</p> <ul style="list-style-type: none"> - Stages of development from conception to birth. - The potential effects on development of; pre-conception, pre-birth & birth experiences. <p>Understand development across the life span.</p> <ul style="list-style-type: none"> -The life stages of human development. - Social, emotional, cognitive and physical developments within each life stage. - Holistic development. <p>Understand influences on human development.</p> <ul style="list-style-type: none"> - The nature versus nurture debate in relation to human behaviour and development. - Factors which may influence human development. - Reasons for recognising and responding to concerns regarding individuals' development. <p>Understand transitions and significant life events.</p> <ul style="list-style-type: none"> - Transitions and significant life events across the life stages & their impact. - The role of the health and social care practitioner; in preparing individuals for a planned Transition, in supporting the needs of individuals during transition and significant life events. <p>Understand the role of care planning in meeting the needs of individuals and promoting well-being.</p> <ul style="list-style-type: none"> - Purpose of individualised care planning. - Care-planning cycle. 		<p>Recap, revise, examination practice</p> <p>GCSE Exams</p>	<p>Coursework feedback</p>	<p>Recap, revise, examination practice</p> <p>GCSE Exams</p>	<p>Recap, revise, examination practice</p> <p>GCSE Exams</p>
Assessment	Mid Unit Assessment	End of Unit Assessment Mock Exams	HSC External Exam 3rd Feb 2023	Internal Moderation of coursework	HSC External Exam 12th May 2023	GCSE Exams External Moderation of

				Coursework
Why this?	Unit 3 provides breadth and depth of knowledge and understanding in relation to human growth and development through the life stages. The learner will be required to apply knowledge and understanding through a mandatory assessment of learning which will be subject to internal and external quality assurance.	Students have now been taught all the content required for their exam. Time now is spent giving students a chance to practice/recall/test their knowledge, understanding, retention and skills from their Health & Social Care course. Testing formatively gives students the chance to synoptically link various concepts, topics and skills from across the subject. This should be demonstrated through various types of questioning	Student will have now received their exam results. Students who feel their didn't achieve their best grade or would like to attempt the exam again will use this time to prepare for their resit. Those who do not wish to re-sit will carry on preparing their coursework for moderation	
Why now?	<p>The external exam students sit in January of Year 11 is a synoptic exam based on the content of Unit 1 2 & 3. Therefore, it is vital that all the content of Unit 3 is covered by the end of the Autumn Term. Students also need be confident about everything they have learnt in year 10.</p> <p>This method of external assessment requires learners to apply theory and concept from knowledge based learning outcomes in context to show knowledge and understanding of the subject at the appropriate level. The synoptic scenario based examination will allow for application of knowledge and understanding from across the units and combines content to develop holistic connections.</p>	<p>While students are awaiting their results from their external exam in Jan they will be implementing feedback given on their coursework to prepare this to be entered for moderation in June</p>		
Skills & Characteristics	Objectivity, patience, respect, empathy, commitment, effective communication and interpersonal skills, observation skills, professionalism, problem-solving skills, teamwork, Independence, Retention, Application, Knowledge, Understanding, Evaluation, Critical Thinking, Resilience			
Aspirations & Careers	social worker, nurse, doctor, health care assistant, activities co-ordinator, outreach worker, occupational therapist, counsellor, dietician, teaching assistant, primary school teacher Health & Social Care A Level, A Levels in general, College, University, Apprenticeships or any of the previously mentioned jobs			
End Points	<p>Basic -(Lower Ability End Points) Pupils show basic knowledge and understanding, which demonstrates breadth but lacks depth in areas of health, & social care related topics. They are able to identify key terms and make loose patterns within topics. Pupils generate ideas, use information from different contexts, and apply it to examples. They are familiar with key health & social care terminology and able to communicate these in a basic way.</p> <p>Unit 3 Pass -To be able to identify the stages of development from conception to birth. -To be able to describe two potential effects on development of, pre-conception, pre-birth & birth experiences. -To be able to identify key social, emotional, cognitive and physical developmental milestones within each life stage. -To be able to define holistic development. -To be able to consider biological and environmental factors to outline the nature</p>	<p>Clear -(Middle Ability End Points) Pupils show good knowledge and understanding, which demonstrates breadth and some depth in areas of health, and social care related topics. They take account of a number of factors or use ideas in their descriptions and explanations, identifying some links and patterns within and between topics, for example linking content to real life examples.</p> <p>Pupils draw on and use a range of sources of information. They interpret and evaluate information, in different contexts, and apply their understanding to real like examples.</p> <p>The make appropriate use of health & social</p>	<p>Detailed -(Higher Ability End Points) Pupils show a confident and extensive knowledge and understanding which demonstrates both breadth and depth of knowledge and understanding of health & Social care related topics. They apply this effectively in their descriptions and explanations, identifying links and patterns within and between topics, for example linking theory to practice.</p> <p>They interpret and evaluate information, from a range of</p>	

	<p>v nurture debate.</p> <ul style="list-style-type: none"> -To be able to list reasons why a health and social care practitioner responds efficiently to concerns about an individual's development. -To be able to identify transitions and significant life events at each life stage. -To be able to identify the different stages within a care-planning cycle. <p>Students must also be able to meet the basic end point from Year 10 for Unit 1 & 2</p>	<p>care terminology to produce structured work. They interpret and apply knowledge and understanding are able to communicate ideas. They write fairly accurately and in a comprehensive way</p> <p>Unit 3 Merit</p> <ul style="list-style-type: none"> -To be able to identify the stages of development from conception to birth. -To be able to describe two potential effects on development of, pre-conception, pre-birth & birth experiences. -To be able to identify key social, emotional, cognitive and physical developmental milestones within each life stage. -To be able to define holistic development. -To be able to consider biological and environmental factors to outline the nature v nurture debate. -To be able to list reasons why a health and social care practitioner responds efficiently to concerns about an individual's development. -To be able to identify transitions and significant life events at each life stage. -To be able to identify the different stages within a care-planning cycle. <ul style="list-style-type: none"> -To be able to describe the role of the health and social care practitioner; in preparing individuals for a planned transition at each life stage & in supporting the needs of individuals during transition and significant life events at each life stage. -To be able to explain the purpose of each stage within an individualised care-planning cycle with examples. <p>Students must also be able to meet the clear end point from Year 10 for Unit 1 & 2</p>	<p>sources in a range of contexts, and apply their understanding to wide range real life examples. Pupils seek out information to support their points based on real life examples.</p> <p>They use health & Social care terminology confidently, reflectively and critically. They interpret and apply knowledge and understanding are able to communicate ideas in a comprehensive way. They are able to reflect upon topics critically and effectively. They write coherently and accurately.</p> <p>Unit 3 Merit</p> <ul style="list-style-type: none"> -To be able to identify the stages of development from conception to birth. -To be able to describe two potential effects on development of, pre-conception, pre-birth & birth experiences. -To be able to identify key social, emotional, cognitive and physical developmental milestones within each life stage. -To be able to define holistic development. -To be able to consider biological and environmental factors to outline the nature v nurture debate. -To be able to list reasons why a health and social care practitioner responds efficiently to concerns about an individual's development. -To be able to identify transitions and significant life events at each life stage. -To be able to identify the different
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			<p>stages within a care-planning cycle.</p> <p>-To be able to describe the role of the health and social care practitioner; in preparing individuals for a planned transition at each life stage & in supporting the needs of individuals during transition and significant life events at each life stage.</p> <p>-To be able to explain the purpose of each stage within an individualised care-planning cycle with examples.</p> <p>-To be able to describe the effects of an unplanned transition on an individual during one life stage with examples.</p> <p>-To be able to summarise the influence of nature and nurture on human development and behaviour.</p> <p>Students must also be able to meet the detailed end point from Year 10 for Unit 1 & 2</p>
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