



## CHS Curriculum Intent

**SUCCESSFUL:** Learners who gain deep and powerful knowledge in preparation for life; combining academic rigour, curiosity and creative flair.

**CREATIVE:** Learners who are imaginative, optimistic and inventive; finding their voice to become effective communicators prepared for lifelong adaptability

**HAPPY:** Learners who are confident, resilient, well-rounded citizens; they understand the world’s communities and are ready to discover their place in it.

## CHS Curriculum Area Framework for Learning –Health and Social Care– Year 11

<b>SUBJECT</b>	<b>Health and Social Care</b>
<b>INTENT</b>	<p style="text-align: center;">“Let us never consider ourselves finished... we must be learning all of our lives.” – <b>Florence Nightingale</b></p> <p>Health and Social Care teaches Students to empathise and emotionally understand the individual needs of people across all age ranges. The exciting and hands-on course supports the development of our young people- intellectually, socially, and emotionally. Simultaneously, it also teaches them how, alongside physical development, these are fundamental to the growth of humans and in what way different life events may impact them. Students will also be able to develop transferable skills, in particular communication and working as part of team as well as other essential life skills.</p> <p>Health and Social Care is currently the biggest employment sector in the UK, which includes: the NHS, local authority adult and childcare services, as well as a range of independent providers which provide care in a variety of different settings. This course is an introduction to this sector and the role it plays in the health, well-being, and care of individuals across their lifetime. The qualification provides progression to A Level, further education or onto an apprenticeship as well as supplementing as a building block to a future career in the Health and Social care sector.</p>

**Department: Computing & Technology 2021 - 2022**

**Subject: BTEC Tech Award in HEALTH AND SOCIAL CARE Level 1/Level 2**

<b>Year Group</b>	Year 11
<b>Rationale/ Narrative</b>	Year 11 will see student complete the internally assessed component 2 Health and Social Care Services and Values as well as preparation for component 3 Health and Wellbeing which is externally assessed. This will provide students with the opportunity to study and explore practically, health and social care services and how they meet the needs of real service users as well as the barriers to accessing services. They also develop skills in applying care values. Not only this, but students will also go on to study the factors that affect health and wellbeing, learning about physiological and lifestyle indicators, and how to design a health and wellbeing improvement plan.



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>KNOWLEDGE</b>	<p><b><u>Component 2: Health and Social Care Services and Values</u></b></p> <p>Learners will explore the health and social care services that are available and why individuals may need to use them.</p> <p>Different health care services and how they meet service user needs:</p> <ul style="list-style-type: none"> <li>• Primary care, e.g. GP's, dental care, optometry, community health care.</li> <li>• Secondary and Tertiary care, e.g. specialist medical care.</li> <li>• Allied health professionals, e.g. physiotherapy, occupational therapy, speech and language therapy, dieticians.</li> </ul> <p>Different social care services and how they meet service user needs:</p> <ul style="list-style-type: none"> <li>• Services for children and young people</li> <li>• Services for adults or children with specific needs.</li> <li>• Services for older adults</li> <li>• The role of informal social care provided by relatives, friends and neighbours</li> </ul> <p>Types of barrier and how they can be overcome by the service providers or users:</p>	<p><b><u>Preparing for assessment Component 3: Health and Well-being</u></b></p> <p><b>Recap:</b> factors that 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 (year 10), but here the focus is on health and wellbeing.</p> <ul style="list-style-type: none"> <li>• Physical and lifestyle factors</li> <li>• Social, emotional and cultural factors</li> <li>• Economic factors</li> <li>• Environmental factors</li> <li>• The impact of life events relating to relationship changes and changes in life circumstances.</li> </ul> <p>Learners will interpret indicators that can be used to measure physiological health, interpreting data using published guidance. Physiological indicators that are used to measure health:</p> <ul style="list-style-type: none"> <li>• pulse (resting and recovery rate after exercise)</li> <li>• blood pressure</li> <li>• peak flow</li> <li>• body mass index (BMI).</li> <li>• Using published guidance to interpret data relating to these physiological indicators.</li> </ul>	<p><b>Feb 2022- First attempt component 3: Health and Well-being.</b></p> <p>Learners will explore the features of health and wellbeing improvement plans. Consolidating knowledge and understanding from component 2 Learning Aim A focus on;</p> <ul style="list-style-type: none"> <li>• support services</li> <li>• care values in terms of the need for a person-centred approach.</li> <li>• The importance of a person-centred approach.</li> <li>• Information to be included in plan: o recommended actions to improve health and wellbeing</li> <li>• short-term (less than six months) and long-term targets</li> <li>• appropriate sources of support (formal and/or informal)</li> <li>• Obstacles to implementing plans</li> </ul> <p><b>Component 2: Health and Social Care Services and Values</b></p> <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>	<p><b><u>Component 2: Health and Social Care Services and Values/ feedback finalisation</u></b></p> <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> <p>Care values:</p> <ul style="list-style-type: none"> <li>• effective communication that displays empathy and warmth.</li> <li>• safeguarding and duty of care.</li> <li>• Promoting anti-discriminatory practice.</li> </ul> <p>Learners will reflect on own application of care values, including using teacher or service-user feedback.</p> <p>Key aspects of a review:</p> <ul style="list-style-type: none"> <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>	<p><b>May/June 2022- Second attempt component 3: Health and Well-being.</b></p> <p><b>Topics as highlighted by students covered over course of lessons proceeding examination. The focus will be mainly on preparation for the final externally assessed opportunity.</b></p> <p>Recap and consolidate: Factors that can affect and individual's health and wellbeing positively and negatively.</p> <p>Recap and consolidate indications that can be used to measure physiological health, interpreting data using published guidance</p> <p>Recap and consolidate interpretation of lifestyle data in relation to links to physical health.</p> <p>Recap and consolidate features of health and wellbeing plans as well as obstacles to implementing plans.</p>	



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	<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 for service provider</li> <li>Financial barriers</li> </ul>	<ul style="list-style-type: none"> <li>The potential significance of abnormal readings: risks to physical health.</li> </ul> <p>Learners will interpret lifestyle data in relation to risks posed to physical health.</p> <p>Interpretation of lifestyle data, specifically risks to physical health associated with:</p> <ul style="list-style-type: none"> <li>smoking</li> <li>alcohol consumption</li> <li>inactive lifestyles.</li> </ul>	<p>Care values:</p> <ul style="list-style-type: none"> <li>empowering and promoting independence</li> <li>respect for the individual by respecting service users' needs, beliefs and identity.</li> <li>maintaining confidentiality</li> <li>preserving the dignity of individuals/</li> </ul>			
<b>SKILLS</b>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>Identify, select, break down and summarise key information.</li> <li>Communication skills through contact with care providers.</li> <li>Analysis of case studies, researching and presenting information about suitable services.</li> <li>Define terminology linked to health and social care services</li> <li>Written report skills.</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>Identify, select, break down and summarise key information.</li> <li>Analyse and Interpret health data</li> <li>Define terminology linked to health and wellbeing.</li> <li>Design a person-centered health and wellbeing plan.</li> <li>Exam response practice</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>Identify, select, break down and summarise key information.</li> <li>Analyse and Interpret health data</li> <li>Define terminology linked to health and wellbeing.</li> <li>Design a person-centered health and wellbeing plan.</li> <li>Exam response practice</li> <li>Communication skills through contact with care providers.</li> <li>Define terminology linked to health and social care services</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>Identify, select, break down and summarise key information.</li> <li>Communication skills through contact with care providers.</li> <li>Analysis of case studies, researching and presenting information about suitable services.</li> <li>Define terminology linked to health and social care services</li> <li>Written report skills.</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>Identify, select, break down and summarise key information.</li> <li>Analyse and Interpret health data</li> <li>Define terminology linked to health and wellbeing.</li> <li>Design a person-centered health and wellbeing plan.</li> <li>Exam response practice</li> </ul>	
<b>ASSESSMENTS</b>	<p><b>Key Assessment Task: Due to the nature of the course coursework will be assessed at intervals throughout each term.</b></p> <p><b>Assessed class piece: Component 2 Learning aim A first attempt</b></p>	<p><b>Key Assessment Task: Due to the nature of the course coursework will be assessed at intervals throughout each term.</b></p> <p><b>Assessed class piece: Practice section A1 of component 3</b></p>	<p><b>Key Assessment Task: Students will have the first attempt at the externally assessed component 3 in February.</b></p> <p><b>Externally assessed Component 3: Health and Wellbeing plan.</b></p>	<p><b>Key Assessment Task: Due to the nature of the course coursework will be assessed at intervals throughout each term.</b></p> <p><b>Assessed class piece: component 2 learning Aim B final draft</b></p>	<p><b>Key Assessment Task: Students will have the first attempt at the externally assessed component 3 in February.</b></p> <p><b>Assessed class piece: Practice paper component</b></p>	



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	<p><b>Assessed class piece:</b> Component 2 Learning Aim A final draft.</p>	<p><b>Health and Social Care Mock Exam</b> students will complete a mock component 3 to assess their knowledge and understanding of the topics covered thus far in the year</p>	<p><b>Assessed Class piece:</b> Component 2 learning aim B first attempt</p>	<p><b>Assessed class piece:</b> Practice section c of Component 3</p>	<p>3 key misconception elements.  <b>Externally assessed Component 3: Health and Wellbeing plan.</b></p>	
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