



FRAMEWORK FOR LEARNING

CREATIVE

An education where imagination, curiosity and resilience enable us to ignite our learning.

HAPPY

A shared belief that optimism, empathy and responsibility are the foundations for a respectful, safe and inclusive community.

SUCCESSFUL

Individuals who are ready to learn, practise being reflective, and are motivated to become champions.

SUBJECT

HEALTH AND SOCIAL CARE

INTENT

This course helps to develop students' knowledge and skills for the biggest employment sector in the UK. About 3 million people in the UK work in health and social care. Demand for both health and social care is likely to continue to rise, so it is sure to continue to play a key role in UK society, and the demand for people to fill these vital jobs will increase.

BTECs are vocational qualifications designed to help your learners succeed. Students develop knowledge and understanding through applying their learning to work-related contexts and gain the skills they need for further study and employment. The award gives learners the opportunity to develop sector-specific knowledge and skills in a practical learning environment.



YEAR GROUP

YEAR 11

RATIONAL / NARRATIVE

Throughout the year, students will develop skills in interpreting data about someone's state of health in order to design a plan that will allow them to improve their health and wellbeing. They will learn and develop key skills that prove their aptitude in health and social care, such as interpreting data to assess an individual's health. The course will give students the opportunity to develop skills, knowledge and techniques, and to review their own performance in demonstrating 'care values'.

Study of the qualification will help learners to make more informed choices for further learning. Students may go on to study A-Level Health and social care or vocational qualifications at Level 3 such as, a BTEC National in Health and Social Care.

TERM KNOWLEDGE

AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<p>Health and Wellbeing (Component 3)</p> <p>Students will learn:</p> <p>A1. Factors affecting health and wellbeing.</p> <ul style="list-style-type: none"> ○ Physical ○ Lifestyle ○ Social ○ Cultural ○ Environmental ○ Economic <p>The impact of life events on a person's growth and development.</p> <ul style="list-style-type: none"> ○ physical events ○ relationship changes ○ life circumstances. 	<p>Health and wellbeing</p> <p>Students will learn:</p> <p>LA.B1 Interpreting health indicators.</p> <p>How to interpret health indicators including:</p> <ul style="list-style-type: none"> ○ resting heart rate ○ heart rate ○ body Mass Index (BMI) ○ blood pressure <p>B2. Lifestyle Indicators</p> <p>How to interpret lifestyle data in relation to risks posed to health including</p> <ul style="list-style-type: none"> ○ Nutrition ○ Physical activity ○ Smoking ○ alcohol consumption <p>How to use published guidelines to interpret data relating to these physiological indicators</p>	<p>LA.C Person-centred health and well-being improvement plans</p> <p>Students will learn:</p> <ul style="list-style-type: none"> • The importance of a person-centered approach that takes into account an individual's needs, wishes and circumstances. • The recommended actions to improve health and well-being • How to apply short- and long-term targets to improve a person's health and well-being • Appropriate sources of support (formal and informal) • The different barriers to accessing identified services. 	<p>Demonstrate care values and review own practice</p> <p>Students will learn:</p> <ul style="list-style-type: none"> • To demonstrate care values and review their own practice including: empowering and promoting independence; respect for the individual; maintaining confidentiality; preserving the dignity of individuals; effective communication; safeguarding and duty of care; promoting anti-discriminatory practice. • To apply care values in a compassionate way • To identify strengths and areas for improvement against the care values 	<p>Demonstrate care values and review own practice</p> <p>Students will learn:</p> <ul style="list-style-type: none"> • To receive and respond to feedback, identifying ways to improve own performance • To apply their knowledge and understanding of component 2: LA.B 	<p>LA.A, B and C Revision for the exam</p> <p>Students will learn:</p> <ul style="list-style-type: none"> • To recap all lesson content in C3 LA.A – factors affecting health and well being • To recap all lesson content in C3 LA.B – interpreting health indicators • To recap all lesson content in C3 LA.C – person-centred health and well being improvement plans



<h2>SKILLS</h2>				(reviewing their own application of care values).		
	<ul style="list-style-type: none"> Apply knowledge and understanding to show and demonstrate care values Assessing skills to make suggestions for improvement Evaluation and discussion techniques which take into consideration the feedback given. 	<ul style="list-style-type: none"> Identify, select and break down key information Define terminology Enhance exam technique by applying knowledge To a range of questions. Interpret data to assess an individual's health Designing a plan to improve a person's health. 	<ul style="list-style-type: none"> Identify, select and break down key information Define terminology Enhance exam technique by applying knowledge To a range of questions. Interpret data to assess an individual's health Designing a plan to improve a person's health. 	<ul style="list-style-type: none"> Identify, select and break down key information Define terminology Enhance exam technique by applying knowledge To a range of questions. Interpret data to assess an individual's health Designing a plan to improve a person's health. 	<ul style="list-style-type: none"> Identify, select and break down key information Define terminology Enhance exam technique by applying knowledge To a range of questions. Interpret data to assess an individual's health Designing a plan to improve a person's health. 	<ul style="list-style-type: none"> Identify, select and break down key information Define terminology Enhance exam technique by applying knowledge To a range of questions. Interpret data to assess an individual's health Designing a plan to improve a person's health.
<h2>ASSESSMENT</h2>	<p>Component 2: LA.A Health and Social Care Services and Values</p> <p>HAND OUT – 8th June 2022 (Summer 2.wk2) HAND IN – 20th July 2022 (Summer 2.wk7) IV date – 5th October 2022 (Autumn 1.wk5) Resub date – 19th October 2022</p>	<p>SMP 2 Practice exam 1</p> <p>SMP 3 Progress Test: Practice exam 2</p>	<p>SMP 1 Practice exam 3</p> <p>OPTION TO SIT FEBRUARY SERIES</p>	<p>Component 2: LA.B Health and Social Care Services and Values</p> <p>HAND OUT – 22nd February 2023 (Spring 2.wk1) HAND IN – 29th March 2023 (Spring 2.wk6) IV date – 12th April 2023 (Summer 1.wk1) Resub date – 10th May 2023 (Summer 1.wk3)</p>	<p>Component 2: LA.B Health and Social Care Services and Values</p> <p>HAND OUT – 22nd February 2023 (Spring 2.wk1) HAND IN – 29th March 2023 (Spring 2.wk6) IV date – 12th April 2023 (Summer 1.wk1) Resub date – 10th May 2023 (Summer 1.wk3)</p>	<p>SMP 2 Practice exam 4</p> <p>SMP 3 Progress Test: Practice exam 5</p> <p>OPTION TO SIT SUMMER SERIES</p>
	<h2>HOME LEARNING</h2>	<p>Homework 1 Exam questions on health and well being</p> <p>Homework 2 Exam questions on the physical, lifestyle, social, emotional, economic and cultural factors affecting growth and development</p>	<p>Homework 1 Exam questions on how to interpret health indicators including:</p> <ul style="list-style-type: none"> pulse, blood pressure, peak flow, BMI <p>Homework 2</p>	<p>Homework 1 Revision component 3</p> <p>Homework 2 Revision component 3</p> <p>Homework 3 Revision component 3</p>	<p>Homework 1 Write part 1 of the role play script which include: empowering and promoting independence; respect for the individual.</p> <p>Homework 2 Write part 1 of the role play script which includes: maintaining</p>	<p>Homework 1 Finalise script</p> <p>Homework 2 Practice performing script at home</p> <p>Homework 3 Perform script with teacher</p>



READING, WRITING, TALK, NUMERACY

TIER 2 VOCABULARY

TIER 3 VOCABULARY

<p>Homework 3 Exam questions on the impact of life events on a person's growth and development.</p>	<p>Exam questions on how to interpret lifestyle data in relation to risks posed to health including</p> <ul style="list-style-type: none"> • smoking, • inactivity, • alcohol consumption. <p>Homework 3 Exam questions on how to use published guidelines to interpret data relating to these physiological indicators</p>		<p>confidentiality; preserving the dignity of individuals.</p> <p>Homework 3 Write part 1 of the role play script which includes: effective communication; safeguarding and duty of care; promoting anti-discriminatory practice.</p>		
<p>Books Baker.B., Burgess.C., & Haworth, E. <i>BTEC Tech Award Health and Social Care</i> (2017), Pearson Education Limited, ISBN: 9781292200927</p> <p>Journals <i>Community Care.</i> <i>Nursing Times.</i></p> <p>Websites https://www.citizensadvice.org.uk www.communitycare.co.uk/2010/09/20/what-is-the-role-of-social-workers</p>	<p>Books Baker.B., Burgess.C., & Haworth, E. <i>BTEC Tech Award Health and Social Care</i> (2017), Pearson Education Limited, ISBN: 9781292200927</p> <p>Baker.B., Burgess.C., & Haworth, E. <i>BTEC Revision Guide – Health and Social Care</i></p> <p>Other Knowledge Organisers – Microsoft Teams</p>		<p>Books Baker.B., Burgess.C., & Haworth, E. <i>BTEC Tech Award Health and Social Care</i> (2017), Pearson Education Limited, ISBN: 9781292200927</p> <p>Journals <i>Community Care.</i> <i>Nursing Times.</i></p> <p>Websites https://www.citizensadvice.org.uk www.communitycare.co.uk/2010/09/20/what-is-the-role-of-social-workers</p>		
<ul style="list-style-type: none"> • Understanding • Demonstrate Assess 	<ul style="list-style-type: none"> • Interpret • Apply Question 	<ul style="list-style-type: none"> • Investigate • Research Explain 	<ul style="list-style-type: none"> • Data • Assess Investigate 	<ul style="list-style-type: none"> • Examine • Define • Interpret 	<ul style="list-style-type: none"> • Research • Analyse • Explain
<ul style="list-style-type: none"> • Confidentiality • Independence • Effective Communication • Preserving 	<ul style="list-style-type: none"> • Safeguarding • Duty of care • Anti-discriminatory • Dignity 	<ul style="list-style-type: none"> • Chromosome • Nucleus • Osteoporosis • Bronchitis 	<ul style="list-style-type: none"> • Adrenaline • Pollution • Rural • Urban 	<ul style="list-style-type: none"> • Bereavement • Peak flow • BMI • Potential significance 	<ul style="list-style-type: none"> • SMART targets • Psychological • Financial • Braille



PSPSMC, BRITISH VALUES AND DIVERSITY

Social education in Health & Social Care involves students being encouraged to consider the values, attitudes and roles of people that occur in different societies and cultures. They will learn to respect and understand the differences in human needs that occur in these cultures and societies. Throughout Health & Social Care students are led to work in different groupings, encouraging students to accept one another and learn to work alongside each another as a team.

Moral education in Health & Social Care involves students discussing values, attitudes and beliefs relating to a range of ethical and social issues. Students develop an understanding of concepts related to equality, diversity and rights in health and social care and are able to gain knowledge of discriminatory practice and means of combatting this. They will also develop an understanding of national initiatives that promote anti-discriminatory practice in health and social care settings.

Spiritual education in Health & Social Care involves students having the opportunity to consider and discuss questions relating to all aspects of their own development and the development of those they may care for in the future. Students are encouraged to apply their own beliefs to a range of psychological and sociological issues and debates. They are encouraged to hear other students' opinions to develop a range of balanced viewpoints through assessed discursive activities. Lessons are developed to allow opportunities for students to be creative and resilient and allow for development and reflection of their progress, supported by teacher feedback.

Cultural education in Health & Social care involves students studying patients' needs across different cultures. Students will develop their understanding of and respect for the different needs people have and the effect it may have on their health and wellbeing.

Students develop an understanding of concepts related to equality, diversity and rights in health and social care and are able to gain knowledge of discriminatory practice and means of combatting this.

- They will also develop an understanding of national initiatives that promote anti-discriminatory practice in health and social care settings.
- Students understand the principles underpinning health education and related models of behaviour change.
- This will enable them to apply these principles to the design and implementation of a small health education campaign.
- Considering a range of ethical issues including ethical issues when delivering health Promotion campaigns to young audiences and overcoming these issues in real world scenarios.
- In HSC students consider a range of cultures and faiths and how these may impact their health behaviours and access to health and social care services.

Students are taught that different people hold different views about right and wrong but should always comply with the fundamental British law of this country, particularly when studying relevant HSC legislation and codes of practice. Students are encouraged to develop mutual respect and tolerance of those with different faiths and beliefs.