

## KS4 CURRICULUM PLANNING: HEALTH AND SOCIAL CARE **Component 3 : Health and Social Care year 11**

### Overview

What does being healthy actually mean? It can mean different things to different people: you might think 'healthy' is not having to visit the doctor but an older person might consider it being mobile and able to get out and about, being happy and having friends. In this component, you will explore the factors that can have a positive or negative influence on a person's health and wellbeing. You will learn to interpret physiological and lifestyle indicators and what they mean for a person's state of health. You will learn how this information is used to recommend appropriate actions for improving a person's health and wellbeing. Additionally, you will explore the difficulties an individual may face when trying to make these changes.

### Curriculum Aim

To prepare students for roles in health and social care practice. To introduce them to the legal requirements of their potential jobs. To inform them that their good practice in the workplace is important and that bad practice can harm both the practitioner and the service user. To introduce correct vocabulary and to expand subject knowledge to a point where they would be valued employees.

### Link to prior learning

Some students may have studied health and Social Care topics at KS3 (Lifeskills) but often they will not have. This component runs parallel to all others and is completed in May.

### Rationale of sequencing

The Tech award is designed to be a significant part of a study programme for learners who want a strong core of preparation for the real world of work. The Exams are sat early and can be resat but the ideal is to pass early and then focus on the coursework elements.

	Focus / Topic	Knowledge & Skills	Assessment
Autumn 1	A1 - Factors affecting health and wellbeing	Definition of health and wellbeing: a combination of physical health and social and emotional wellbeing, and not just the absence of disease or illness, Physical factors that can have positive or negative effects on health and wellbeing, Lifestyle factors that can have positive or negative effects on health and wellbeing, Social factors that can have positive or negative effects on health and wellbeing, Cultural factors that can have positive or negative effects on health and wellbeing, Economic factors that can have positive or negative effects on health and Wellbeing, Environmental factors that can have positive or negative effects on health and wellbeing, The impact on physical, intellectual, emotional and social health and wellbeing of different types of life event, B1 Physiological indicators, B2 Lifestyle indicators, C1 Person-centred approach, C2 Recommendations and actions to improve health and wellbeing, C3 Barriers and obstacles to following recommendations.	Prior learning is tested during do now fortnightly. Termly assessments, low stakes testing to test students knowledge.
Autumn 2	<ul style="list-style-type: none"> <li>Types of barrier and how they can be overcome by the service providers or users</li> </ul>	Learners will explore barriers that can make it difficult to use these services and how these barriers can be overcome. distance of service provider, poor transport links to intellectual barriers, e.g. learning difficulties or resource barriers for service provider, e.g. staff shortages, lack of local funding, high local demand of financial barriers, e.g. charging for services, cost of transport, loss of income while accessing services.: o	Continuous assessment for the exam takes place during 'do nows'. Parents evening in January to discuss progress. Individual actions then come from the PE. Full mock exam in December.

		physical barriers, e.g. issues getting into and around the facilities of sensory barriers, e.g. hearing and visual difficulties of social, cultural and psychological barriers, e.g. lack of awareness, differing cultural beliefs, social stigma, fear of loss of independence o language barriers, e.g. differing first language, language impairments o geographical barriers, e.g.	
Spring 1	Care Values	<ul style="list-style-type: none"> <li>• Care values: empowering and promoting independence by involving individuals, where possible, in making choices, e.g. about treatments they receive or about how care is delivered o respect for the individual by respecting service users' needs, beliefs and identity of maintaining confidentiality (when dealing with records, avoiding sharing information inappropriately, e.g. gossip) of preserving the dignity of individuals to help them maintain privacy and self-respect o effective communication that displays empathy and warmth o safeguarding and duty of care, e.g. maintaining a healthy and safe environment, keeping individuals safe from physical harm or promoting anti-discriminatory practice by being aware of types of unfair discrimination and avoiding discriminatory behaviour. B2 Reviewing own application of care values Learners will reflect on their own application of care values, including using teacher or service-user feedback. • Key aspects of a review: o identifying own strengths and areas for improvement against the care values of receiving feedback from teacher or service user about own performance o responding to feedback and identifying ways to improve own performance.</li> </ul>	<p>Continuous assessment for the exam takes place during 'do nows'. 10 verbal assessment q's take place every lesson.</p> <p>Preparation for the official exams.</p>
Spring 2	Revision/ re-iteration of content covering all of C3 (prior to expected re-sit)	<ul style="list-style-type: none"> <li>• Care values •Exam technique •Health Care services •Service users •Medical vocabulary</li> </ul>	Full mock exams x 3 (using 2022 various papers). 10 exams have been produced in house. All exams are 90 minutes. Collectively working through as a group after and assess.

#### Further Information

This can be found on the Health and Social care website: <https://qualifications.pearson.com/en/qualifications/btec-tech-awards.html>