

## Long Term Plan – Health and Social Care (2024-25)

<p><b>Vision: Health and Social Care is one of the fastest growing sectors in the UK with demand for both health and social care employees continuously rising, the course supports students with exploring a wide range carer’s opportunities and insight into the wider world. Students will explore both health care and social care services, carers and the behaviours professionals should use when dealing with people. This enables students to build on skills in preparation for any carer, including: communication, team working, management and leadership, planning and organisation, empathy, time management, taking initiative, adaptability, flexibility and problem solving. Additionally, students benefit from experienced guest speakers from the local community and will have opportunities to reflect and use their own experience to encourage engagement which gives ample opportunity to extend lessons beyond the classroom and support work related learning. This enables students to have a breadth of specialism outside of the course specification, giving them a real vocational experience and thus enhancing their cultural capital.</b></p>							<p><b>Year End Points</b></p>
	HT1	HT2	HT3	HT4	HT5	HT6	
Year 10	<p><b>MTP 1</b> Introduction to Health and Social Care Component 1: <b>A1</b> Human growth and development across life stages.</p>	<p><b>MTP 2</b> Component 1: <b>A2</b> Factors affecting growth and development.</p>	<p><b>MTP2</b> Component 1: <b>B1</b> and <b>B2</b> Explore Life Events that occur in an individual’s life and their impacts using PIES Classification</p>	<p><b>MTP 3</b> Component 1: PSA – Assignment Tasks</p>	<p><b>MTP 4</b> Component 2: <b>A1</b> Healthcare Services <b>A2</b> Social Care Services <b>A3</b> Barriers to accessing services.</p>	<p>Students will gain and develop research skills, using primary and secondary methods providing reliable evidence to use for supportive and critical arguments, discussions and comparisons. These skills are developed through the key stage in preparation for the application of the higher order thinking skills, evaluation and analysis required for KS5.</p> <p>Component 1 This component underpins the health and social care knowledge base. Students will develop an understanding of what the industry is and the different sectors that make it up. This is essential as it will underpin each piece of coursework when they are discussing human growth and development.</p> <p>Students will explore different aspects of growth and development across the life stages, using the physical, intellectual, emotional and social (PIES) classification, they will understand each life stage in detail and their expected key characteristics in each of the PIES classifications. Students will explore the different factors that can affect an individual’s growth and development. They will have a good understanding of the areas of PIES impact positively and negatively upon each other and how life events play a part in this.</p> <p>Component 2 Component 2 has been selected to follow component 1 as it helps build up knowledge around different service users and their needs. Now students understand growth and development across the lifespan they can begin to explore different needs and disabilities which affect the quality of peoples’ lives.</p> <p>Students will study and explore health and social care services and understand how they meet the needs of everyone. Students will also learn about the values of care when delivering support and will gain confidence in understand how that is delivered to support each individual’s needs. Emphasis is placed on understanding the type of care and support different services can provide, and then students begin to analyse the effectiveness of these services. Students</p>	

## Long Term Plan – Health and Social Care (2024-25)

							<p>learn the care values that understand the effectiveness of professional practice. Students will explore a range of healthcare conditions and how they can be managed by the individual and the different healthcare services that are available for particular conditions.</p>
Year 11	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p><b>Component 2</b>  <b>B1</b> Skills and attributes in health and social care  <b>B2</b> Values in health and social care  <b>B3</b> The obstacles individuals requiring care may face.  <b>B4</b> The benefits to individuals of the skills, attributes and values in health and social care practice</p> </div>	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p><b>Component 2</b>                      PSA –                      Assignment                      Tasks 1, 2, 3,                      4 &amp; 5</p> </div>	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p><b>Component 3</b>                      A1 Factors affecting health and wellbeing.                      B1 Physiological indicators                      B2 Lifestyle indicators</p> </div>	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p><b>Component 3</b>                      C1 Person-centred approach                      C2 Recommendations and actions to improve health and wellbeing.                      C3 Barriers and obstacles to following recommendations.</p> </div>	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>C1 C2 and C3 Revision and Exam Technique</p> </div>	<p><b>Component 2</b>                      Students will continue to gain and develop a robust understanding of the personal obstacles that individuals requiring and receiving care may face. At this stage in the course students will be confident in making a clear distinction between health and social care services and would be able to signpost individuals to different services in the future. Learners will unpick the care provided by different services; consequently looking and reflecting on the groups of people who need to access these services and the individual needs they have and evaluating how skills, attributes and values benefit individuals when receiving care. Students will have the opportunity to research and critically evaluate care services within their own community, with focus on how they meet the needs of a specific service user. Thus, analysing the impact on the care provided to come to a rational, logical, justified and evidence-based conclusion on their effectiveness. Students will be confident in evaluating barriers and obstacles and will then demonstrate knowledge and understanding of how the skills, attributes and values of care professionals can help an individual to overcome barriers and potential obstacles.</p> <p><b>Component 3</b>                      This component is recommended to be studied last as it builds on, and consolidates, prior learning from the previous components, its enables learning to be brought together and applied to realistic contexts. This is an externally assessed units whereby students will sit a 2 hour exam to assess their knowledge.</p> <p>Students will have studied the factors that positively and negatively affect health and well-being, learning about physiological and life style indicators. They will have a confidence in what being ‘healthy’ means and how the idea of health can vary between different individuals. Students will be able to interpret different physiological and life style factors and conclude what they mean for someone’s health. From this, they will design an appropriate plan for improving someone’s health and wellbeing. Students be able to and adapt to the barriers or obstacles which prevent someone from following the plan, and effectively manage these to ensure the outcome are achievable.</p>	