

Health and Social Care Department

Long-term sequencing Year 11. Tech Award in Health and Social Care

<p>Broad introduction that gives learners transferable knowledge and skills. The curriculum for this stage of students' education has been designed to allow students to have access to a broad and balanced curriculum which is differentiated to meet students' learning needs and style. Students are taught topics allowing them to draw links between subjects. The students will learn about professional working, their responsibilities and limitations to their roles and how to confidently report a situation they are unsure about. The Health and Social care curriculum is designed to develop and build new skills and subject knowledge. The curriculum plans for lots of opportunities for repetition in order to fully embed knowledge, increasing the chance of information recall.</p>		
<p>TERM 1: (September till October) STUDENTS MUST KNOW: <u>Health and Social Care Services and Values</u></p> <ul style="list-style-type: none"> Obstacles (Emotional, Psychological, Time, Resources, Lack of support, and other factors) and their impact on the individual. <ul style="list-style-type: none"> Obstacles such as time constraints due to work and family commitments. Benefits to individuals of skills, attributes and values benefit individuals when receiving care. <ul style="list-style-type: none"> Individuals will be supported to overcome their own personal obstacles, they will receive high quality care and will be treated with respect. <p>How this will be assessed: Knowledge tests, practice exam questions, and scenario-based questions.</p>	<p>TERM 2: (October till December) STUDENTS MUST KNOW: <u>Human lifespan development</u></p> <p>Students will complete their PSA in October over two days. Internal marking, resubmission and moderation will take place in November and December.</p> <p>How this will be assessed: By completing Pearson Set Assignments (PSA), which has four tasks to complete over 6 hours.</p>	<p>TERM 3: (January till February) STUDENTS MUST KNOW: <u>Health and Wellbeing</u></p> <ul style="list-style-type: none"> Factors (Physical, Lifestyle, Social, Cultural, Economic and Environmental factors) affecting health and wellbeing. <ul style="list-style-type: none"> Physical factors, such as inherited conditions, physical ill health, mental ill health, physical abilities and sensory impairments, that can have a positive or negative effect on health and wellbeing. The impact of physical, intellectual, emotional and social health wellbeing of different types of life events. <ul style="list-style-type: none"> Impact of physical events, relationships changes and life circumstances. Interpreting physiological indications <ul style="list-style-type: none"> Resting heart rate (pulse) – normal range 60 to 100 bpm. Heart rate (pulse) recovery after exercise The heart's ability to return to normal levels after physical activity is a good indicator of fitness of Blood pressure-Low blood pressure 90/60mmHg or lower, ideal blood pressure between 90/60mmHg and 120/80mmHg, pre-high between 120/80mmHg and 140/90mmHg, high blood pressure 140/90mmHg or higher Body mass index (BMI) – underweight below 18.5 kg/m², healthy weight between 18.5 kg/m² and 24.9 kg/m², overweight between 25 kg/m² and 29.9 kg/m², obese between 30 kg/m² and 39.9 kg/m², severely obese 40 kg/m² or above Potential significance of abnormal readings <ul style="list-style-type: none"> Impact on current physical health (short-term risks) Potential risks to physical health (long-term risks). <p>How this will be assessed: Knowledge tests, practice exam questions, and scenario-based questions.</p>
<p>TERM 4: (February till April) STUDENTS MUST KNOW: <u>Health and Wellbeing</u></p> <ul style="list-style-type: none"> Interpretation of lifestyle data (Nutrition, physical activity, Smoking, Alcohol, and Substance misuse) according to published guidelines. Person-Centred approach 	<p>TERM 5: (April till May) STUDENTS MUST KNOW: <u>Health and Wellbeing</u></p> <p>Students will complete exam questions and exam papers to</p>	<p>TERM 6: (May till June) STUDENTS MUST KNOW:</p>

Stuart Bathurst Catholic High School

<ul style="list-style-type: none">○ Ways in which a person-centred approach considers an individual such as the needs to reduce health risks.○ Importance of a person-centred approach for individuals such as increases the support available to more vulnerable individuals.○ Benefits of a person-centred approach for health and social workers and services such as time.● Recommendations and actions to improve health and wellbeing<ul style="list-style-type: none">○ Established recommendations for helping to improve health and wellbeing such as improving blood pressure.○ Support available when following recommendations to improve health and wellbeing such as formal support from professions.● Barriers and obstacles to following recommendations<ul style="list-style-type: none">○ Potential barriers as appropriate to the individual and the recommendation such as physical barriers.○ Potential obstacles as appropriate to the individual and the recommendation such as time constraints.	prepare for their external assessment.	
<p>Home learning set will consist of a combination of: Practice exam question, academic reading and revision clock.</p>		