

What is the intent statement for you subject? What does the discipline offer young people? What is the subject's purpose ? This should be a short, snappy statement.					
	<p>Health and Social Care enables our students to understand the impacts of surrounding factors and life events that can have both a positive and negative impact on human development and to analyse how these factors affect day to day lives and future health and wellbeing. Students will explore how humans develop throughout life stages and factors that could impact this development physically, intellectually, emotionally and socially.</p> <p>Students will develop knowledge and understanding of different health conditions which can affect individuals' health and everyday life. To support this, they will develop an awareness of ways health and wellbeing can improved and how varying barriers can be overcome.</p> <p>Health and Social care provides an insight into the varying services within both health and social as well as other types of support that individuals can access to support them in living a healthy and fulfilling life. Students will develop an understanding of the different Care Values within Health and Social Care and the role they play within providing care for individuals.</p> <p>Students will develop a greater understanding of the needs of individuals and the services that can provide care and support and develop a greater understanding of the world we live in and the impact of it on health and wellbeing.</p> <p>Overall, the subject will create a greater awareness of the factors that impact on health and wellbeing of individuals and develop knowledge that can be applied by students themselves in their own and others' lives.</p>				
What are the core aims of the curriculum? What key knowledge do you want students to have at the end of their learning journey?					
	<p>Core Aims:</p> <ul style="list-style-type: none"> • Gain knowledge and understanding in how people grow and develop over the course of their lives, from infancy to old age. • Develop and understanding in how life events such as marriage, bereavement, starting school, bullying etc. can affect the growth and development of individuals throughout the lifespan. • Be able to identify how individuals cope differently with change and establish the different types of support that is available to help with these changes. 				
Year 10	<table border="1" style="width: 100%;"> <tr> <th style="background-color: #ADD8E6;">Key knowledge:</th> <th style="background-color: #ADD8E6;">Key skills:</th> </tr> <tr> <td> <ul style="list-style-type: none"> • Life stages from birth to old age. • Key characteristics in the physical, intellectual, emotional and social (PIES) development. • Factors affecting growth and development. • Life events (Predictable and unpredictable) and the impact on development. </td> <td> <p>Compare: Students will look at different individuals and compare how factors have contributed to their growth and development. They will also compare how individuals have been impacted by similar life events.</p> <p>Explain: Students will explain how different factors have impacted on individuals' growth and development.</p> </td> </tr> </table>	Key knowledge:	Key skills:	<ul style="list-style-type: none"> • Life stages from birth to old age. • Key characteristics in the physical, intellectual, emotional and social (PIES) development. • Factors affecting growth and development. • Life events (Predictable and unpredictable) and the impact on development. 	<p>Compare: Students will look at different individuals and compare how factors have contributed to their growth and development. They will also compare how individuals have been impacted by similar life events.</p> <p>Explain: Students will explain how different factors have impacted on individuals' growth and development.</p>
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	<ul style="list-style-type: none"> Types of support for individuals and their needs. 	<p>Assess: Students will look at how factors have impacted an individual's life and assess how well they have coped with and adapted with different forms of support.</p>
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<p>Year 11</p>	<p>Core aims:</p>	
	<ul style="list-style-type: none"> Develop knowledge and understanding of a variety of health conditions and how they are managed as well as the common services that are available to support individuals. To examine the barriers to individuals accessing services and how they may be overcome. To understand the skills, attributes and values that are required in providing care in health and social care and their importance in meeting individual's needs. To understand a variety of factors that can have a positive or negative influence on an individual's health and wellbeing. To be able to interpret/analyse physiological and lifestyle indicators, and identify the impacts these could have on an individual's state of health. To be able to design an appropriate plan for improving someone's health and wellbeing, including short- and long-term targets. To identify possible barriers an individual may face when trying to make these changes. 	
	<p>Key knowledge:</p> <ul style="list-style-type: none"> Health conditions and how to manage them. Services available to support the individual with their condition. Barriers and obstacles an individual may encounter and how these can be overcome. Skills, attributes and values required to give care and how these benefit the individual. Factors that can affect an individual's current health and wellbeing. Physiological indicators (BMI, Blood Pressure, Peak Flow, RHR) Lifestyle choices (Diet, smoking, physical activity, drug use) and the impact on physical health. Importance of the person-centred approach 	<p>Key skills:</p> <p>Identify: Students will identify varying factors that are impacting on individual's health and wellbeing and the risks this may have long term on their health.</p> <p>Analyse: Students will examine data provided on individual's tests results from health checks and analyse any possible risk to their health.</p> <p>Apply: Students will apply their knowledge of health conditions to enable them to make suggestions for improvement to an individual's lifestyle choices to improve their health and wellbeing.</p> <p>Evaluate: Students will evaluate specific needs an individual has and evaluate how these can be supported by different services.</p>

	<ul style="list-style-type: none"> • Recommendations and actions to improving health and wellbeing of an individual. • Barriers or obstacles individuals may face when following recommendations and the support available to overcome. 	
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	Core aims:	
	<ul style="list-style-type: none"> • Develop knowledge and understanding of varying aspects of health and social care that would be required within career pathways within the sector. • To understand how individuals access support and services for varying health implications. • To develop knowledge of the varying career roles within health and social care and the requirements of working within the sector. 	
	Key knowledge:	Key skills:
	<p>Extended Certificate Qualification</p> <ul style="list-style-type: none"> • Human Lifespan Development <ul style="list-style-type: none"> - Life stages - Growth and development - Human development theories - Factors affecting growth and development - Impacts of Life events • Physiological disorders <ul style="list-style-type: none"> - Types of physiological disorders and effects on the body - Causes of disorders - Signs & symptoms of disorders - Investigation and diagnosis procedures - Treatment & support services - Types of carers & care settings - Treatment planning <p>Diploma Qualification</p> <ul style="list-style-type: none"> • Principles of Safe Practice in Health and Social Care <ul style="list-style-type: none"> - Duty of care & safe practice - Types and signs of abuse & neglect - Responding to abuse & neglect - Health & Safety - Legislation, policies & procedures. 	<p>Analyse and evaluate: Students will analyse and evaluate information related to human development theories/models and factors that affect human growth and development.</p> <p>Justify: Students will justify factors affecting human growth and development and effects of ageing within specific case studies.</p> <p>Evaluate: Students will evaluate the impact of specific physical disorders on individual's health and wellbeing.</p> <p>Analyse: Students will analyse the changes in body systems and functions that are a result of specific physical disorders.</p> <p>Assess: Students will assess the types of support, care and treatment for specific physical disorders.</p> <p>Investigate: Students will Investigate the influence of health and safety legislation and policies in specific health and social care settings.</p> <p>Assess: Students will assess the importance of recognising and responding to evidence or concerns about different types of abuse and neglect in health and social care.</p> <p>Explain: Students will explain the health and safety responsibilities of employers,</p>

Year 12

	<ul style="list-style-type: none"> ● Promoting Public Health <ul style="list-style-type: none"> - Aims of public health policy - Strategies for developing public health policy - Monitoring the nation's health - Groups that influence the public health policy - Factors that affect health - Roles of health promoters - Approaches to promoting health & wellbeing - Disease prevention and control methods - Health promotion campaigns - Barriers to participation - Models and theories of human behaviours - Increasing public health awareness 	<p>employees and others in selected health or social care settings.</p> <p>Examine: Students will examine the factors that affect the health of the population and the impact of addressing these factors has on improving health and wellbeing.</p> <p>Investigate: Students will investigate strategies for developing the public health policy to improve the health of individuals and the population.</p> <p>Assess: Students will assess the success of approaches that have been used to promote and protect health and prevent disease through health campaigns and government initiatives.</p> <p>Analyse: Students will analyse how theories or models and approaches have been used in a selected health promotion campaigns to overcome barriers and increase public awareness.</p>
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Year 13	Core aims:	
	<p>The qualification aims to provide in-depth knowledge and understanding of varying aspects of health and social care that would be required within career pathways within the sector. It supports access to a range of higher education courses, possibly in health and social care. It will incorporate how individuals access support and services for varying health implications as well as covering the varying career roles and the requirements of working within the sector.</p>	
	Key knowledge:	Key skills:
	<p><u>Extended Certificate Qualification</u></p> <ul style="list-style-type: none"> ● Working in Health and Social Care <ul style="list-style-type: none"> - Roles and responsibilities of job roles - Working practices - Meeting needs of service users - Multidisciplinary working - Health & Social care sectors - Regulating organisations 	<p>Analyse and evaluate: Students will analyse and evaluate information related to the roles and responsibilities of health and social care workers and organisations and how workers and organisations are monitored and regulated.</p> <p>Identify: Students will identify ways in which health and social care practitioners meet the needs of service users.</p> <p>Explain: Students will explain health and social care workers and organisations are monitored and regulated and how multidisciplinary teams work together to meet service user needs.</p>

	<ul style="list-style-type: none"> ● Meeting Individual Care and Support Needs <ul style="list-style-type: none"> - Promoting equality, diversity and preventing discrimination - Skills and personal attributes of care workers - Ethical issues and approaches - Legislation - Overcoming challenges as a service user - Promoting personalisation - Communication methods - Multidisciplinary working - Confidentiality - Managing service user information <p>Diploma Qualification</p> <ul style="list-style-type: none"> ● Nutrition <ul style="list-style-type: none"> - Concepts of nutritional health - Nutritional measures & recommended dietary intakes - Characteristics of essential nutrients - Dietary needs of individuals - Factors affecting nutritional health - Factors affecting dietary intake - Assessing nutritional intake - Health improvement planning ● Enquiries into Current Research in Health and Social Care <ul style="list-style-type: none"> - Purpose of research in health & social care sector - Research methods - Ethical issues - Research skills - Reviewing secondary research within health & social care sector 	<p>Assess: Students will assess the different methods professionals might use when building relationships and establishing trust with individuals with needs.</p> <p>Justify: Students will justify the strategies and techniques that are used to overcome ethical issues and challenges that are experienced by individuals with different needs when planning and providing care.</p> <p>Analyse: Students will analyse the impact of legislation and codes of practice relating to information management on multidisciplinary working.</p> <p>Explain: Students will explain why meeting the needs of individuals requires the involvement of different agencies.</p> <p>Explain: Students will explain how the concepts of nutritional health contribute to health and wellbeing. As well as to explain the sources of essential nutrients and their functions in the body.</p> <p>Assess: Students will assess how the dietary intake and nutritional health of selected individuals are influenced by their dietary habits and lifestyle choices.</p> <p>Evaluate: Students will evaluate the importance of planning nutritional health for selected individuals to ensure their dietary needs are met.</p> <p>Explain: Students will explain the purpose of research to improve outcomes for people using health and social care services.</p> <p>Analyse: Students will analyse different health conditions and how effective certain types of treatment are and the health trends in certain areas or among certain age groups and the reasons for this.</p> <p>Identify: Students will identify organisations involved in research, to include health authorities, local authorities, social service departments and charities and community organisations, Office for National Statistics (ONS).</p> <p>Compare: Students will compare different Research methods and their advantages and disadvantages.</p>
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