

Curriculum overview Health and Social Care

YEAR	HT1	HT2	HT3	HT4	HT5	HT6
YEAR 10	C1 LAA Teaching of PIES development and writing up for their chosen celebrity.	C1 LAA Teaching of factors affecting growth and development. Write up full first submission.	Resub of C1 LAA. C1LAB: Teaching of the impact of life events.	C1 LAB Teaching of overcoming life events Write up full first submission.	Resub of C1 LAB C2: LAA Teaching of the effects of dementia and the sources of support available.	C2 LAA Teaching of barriers to care and how to overcome them. Write up full first submission.
YEAR 11	Resub of C2 LAA. C3 LAA teaching of factors affecting heath and wellbeing.	C3 LAB health indicators and LAC person-centred health improvement plan.	Real C3 assessment. C2 LAB teaching of caring skills	C2 LAB practical demonstration and write up of review of own practice. End of course for most	Resub of exam (C3) for those who need it.	
YEAR 12	Exam - Unit 1 Human Lifespan Development	Exam - Unit 1 Human Lifespan Development	Exam - Unit 2 Working in HSC	Exam - Unit 2 Working in HSC	Exam - Unit 2 Working in HSC	C/W - Unit 5 LAA Learning aim A: Examine principles, values and skills which underpin meeting the care and support needs of individuals A1 Promoting equality, diversity and preventing discrimination A2 Skills and personal attributes required for developing relationships with individuals A3 Empathy and establishing trust with individuals

YEAR 13	<p>C/W - Unit 5 -Learning aim B: Examine the ethical issues involved when providing care and support to meet individual needs</p> <p>B1 Ethical issues and approaches B2 Legislation and guidance on conflicts of interest, balancing resources and minimising risk</p>	<p>C/W - Unit 5 Learning aim C: Investigate the principles behind enabling individuals with care and support needs to overcome challenges</p> <p>C1 Enabling individuals to overcome challenges C2 Recognising preferences and promoting personalisation C3 Communication techniques</p>	<p>C/W - Unit 5 Learning aim D: Investigate the roles of professionals and how they work together to provide the care and support necessary to meet individual needs</p> <p>D1 How agencies work together to meet individual care and support needs D2 Roles and responsibilities of key professionals on multi-disciplinary teams D3 Maintaining confidentiality D4 Managing information C/W Unit 14 Learning Aim A: Investigate the causes and effects of physiological disorders</p> <p>A1 Types of physiological disorders and effects on body systems and functions A2 Causes of physiological disorders A3 Signs and symptoms of physiological disorders</p>	<p>C/W Unit 14 Learning Aim B: Examine the investigation and diagnosis of physiological disorders</p> <p>B1 Investigative procedures for physiological disorders B2 Diagnostic procedures for physiological disorders</p> <p>C/W Unit 14 Learning aim C: Examine treatment and support for service users with physiological disorders</p> <p>C1 Provision of treatment and support C2 Types of carers and care settings</p>	<p>C/W Unit 14 Learning aim C: Examine treatment and support for service users with physiological disorders</p> <p>C1 Provision of treatment and support C2 Types of carers and care settings</p> <p>C/W Unit 14 Learning aim D: Develop a treatment plan for service users with physiological disorders to meet their needs</p> <p>D1 Care methods and strategies D2 Treatment planning processes</p>	<p>C/W Unit 14 Learning aim D: Develop a treatment plan for service users with physiological disorders to meet their needs</p> <p>D1 Care methods and strategies D2 Treatment planning processes</p>
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Why are these topics taught here? **PIES underpins everything in KS4 and KS5 so needs to be delivered first.**

Why are the topics taught in this order? **C1 LAA, LAB and C2 LAA are placed where they are due to the timing demands of the academic year. We would like KS4 students to sit their exam in the January cycle in order to alleviate the pressure in the summer. Therefore, the final internal assessment is completed after the real exam (this is a practical activity with a written review). The exam units are taught first, mainly due to the fact that students must pass both external assessments to not fail the course overall. By sitting them in Year 12, this allows up to x2 resits per paper in Year 13. UNit 5 is a long synoptic unit and students draw heavily on knowledge from Unit1 and 2 to complete the coursework with confidence and not learning a huge amount of new content.**

How does KS3 prepare students for KS4? **Many opportunities for case study work (C1 LAA, celebrity); gaining lost of independent research development opportunities. PIES is key at each level of study. Person-centered health improvement plan from C3 LAB in KS4 links closely to Unit 5 in KS4 as they both use scenarios to explain how an individual should be cared for.**

What specification is taught for KS4 and why this one? **BTEC Tech - leads onto BTEC National, a variety of assessment methods used, opportunities to investigate areas of their own interest (celebrity) along with national need (eg. dementia). The content taught in KS4 links closely to all units in KS5.**

How does KS4 prepare students for KS5 options? **See above.**

What do you teach in the sixth form? **Units 1, 2, 5 and 14 (detailed above)**

Why are these subjects offered in Year 12? **Preparation for future study and employment in HSC sector. Students over the years have gone on to University to study primary teaching, Midwifery, Child Nursing to name but a few. Northampton University and University of Bedfordshire have these types of courses available, and locality attracts students to want to study there.**

What KS5 specification do you follow and why? **BTEC National, and natural follow on from BTEC Tech.**

How does your curriculum offer prepare students for life after LG? **Current and previous students stated the importance of legislation they have covered as it has been relevant on work experience and university placements. Both courses lend themselves naturally to going into any form of training or employment working with people. Key factors such as empathy, ethical issues, barriers to care and caring skills can be applied to all forms of daily human interaction.**

It is essentially a justification of your intent and how this is being implemented and why.