

Health and Social Care

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	Year 9	Year 10	Year 11	Year 12	Year 13
Autumn 1	<p>Component 1 - Growth and Development Across Life Stages (C/W)</p> <p>Life stages and areas of development (PIES)</p> <p>Infancy & Early Childhood:</p> <p>Innate Reflexes</p> <p>Gross & Fine Motor Skills & Milestones</p> <p>Measuring growth</p> <p>Language development</p>	<p>Component 2 - Health and Social Care Services (C/W)</p> <p>The NHS and Healthcare services</p> <p>Primary care services - GP Surgeries, dental care, out of hours services, telephone services, A&E</p> <p>Secondary care services - Specialist medical care (rheumatology, respiratory)</p>	<p>Component 3 - Health and Wellbeing (External exam)</p> <p>Factors Affecting Health and Well-being</p> <p>Definition of health and wellbeing</p> <p>Physical and lifestyle factors that can have positive or negative effects on health and wellbeing:</p> <p>Genetic inheritance, Ill health (acute and chronic)</p>	<p>Unit 1 – Human Lifespan Development (EXAM)</p> <p>Growth & Development Principles</p> <p>Development through the life stages</p> <p>Infancy & Early Childhood:</p> <p>Gross & Fine Motor Skills & Milestones</p> <p>Piaget and Chomsky Cognitive and Language Development theories</p>	<p>Unit 2 – Working in Health and Social Care (Exam)</p> <p>The roles and responsibilities of people who work in the health and social care sector</p> <p>The roles of people who work in health and social care settings</p> <p>The responsibilities of people who work in health and social care settings</p> <p>Specific responsibilities of people who work in health and social care settings</p>

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	<p>Emotional development – Attachment according to Bowlby and Schaffer and Emmerson’s theories</p> <p>Social Development between the ages of 0-2, primary socialisation</p> <p>Adolescence:</p> <p>Physical changes during puberty</p> <p>Intellectual development, complex and creative thinking</p> <p>Emotional changes during adolescence; self-esteem and self-image</p> <p>Social changes during adolescence; formal and informal relationships</p>	<p>medicine, cardiology and endocrinology)</p> <p>Tertiary Care Services - Specialist medical care including oncology and transplant services.</p> <p>Allied Health Professionals - Physiotherapy, speech and language therapy, occupational therapy, dietetics.</p> <p>Multidisciplinary working - how services work together, including referral methods.</p> <p>Social Care Services</p> <p>Services for children: Youth work, foster care, residential care</p>	<p>Mental ill health Physical abilities Sensory impairments</p> <p>Nutrition (balance, quality and amount) Amount of exercise Substance use, including alcohol, nicotine, illegal drugs and misuse of prescribed drugs</p> <p>Social, and cultural factors that can have positive or negative effects on health and wellbeing:</p> <p>Social interactions: supportive/unsupportive relationships, social integration/isolation, bullying, discrimination</p>	<p>Emotional attachment theories – Bowlby, Schaffer and Emmerson, Rutter, types of attachment, disruption to attachment.</p> <p>Stages of Play; solo, parallel etc.</p> <p>Adolescence:</p> <p>Changes in puberty</p> <p>Primary and secondary sexual characteristics.</p> <p>Piaget’s theory in relation to adolescents.</p> <p>Self-image and self-concept – the effects of adolescence on these.</p>	<p>Multidisciplinary working in the health and social care sector</p> <p>Monitoring the work of people in health and social care settings</p> <p>The roles of organisations in the health and social care sector</p> <p>Ways services are provided Settings where health and social care services are provided Issues that affect access to services Ways organisations represent interests of service users The roles of organisations that regulate and inspect health and social care services Responsibilities of organisations towards people who work in health and social care Settings</p>
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	<p>Early Adulthood:</p> <p>Physical peak and pregnancy</p> <p>Intellectual changes; abstract and creative thinking</p> <p>Emotional changes; independent living and emotional wellbeing</p> <p>Social changes; intimate and long-lasting relationships</p> <p>Middle Adulthood:</p> <p>Physical changes (menopause & ageing process)</p> <p>Intellectual changes; complex decision making and retirement</p> <p>Emotional changes; Changes in self-image and self-esteem, impacts of retirement</p>	<p>Services for those with specific needs (learning disabilities, sensory impairments, long-term health issues): residential care, respite care, domiciliary care</p> <p>Services for older adults: residential care, domiciliary care</p> <p>The role of informal social care provided by relatives, friends and neighbours.</p> <p>Voluntary care - community groups and faith based organisations, charities</p> <p>Health conditions and how they are managed</p> <p>Arthritis</p>	<p>Religion</p> <p>Gender roles and expectations</p> <p>Gender identity</p> <p>Sexual orientation</p> <p>Community participation</p> <p>Economic factors that can have positive or negative effects on health and wellbeing:</p> <p>Financial resources</p> <p>Employment situation</p> <p>Environmental factors that can have positive or negative effects on health and wellbeing:</p>	<p>Development of relationships during adolescence and the effects of peer influence.</p> <p>Early Adulthood:</p> <p>Physical Peak, pregnancy and lactation</p> <p>Perimenopause</p> <p>Intellectual development in early adulthood – pragmatic and practical thinking</p> <p>Self-image and self-concept – the effects of early adulthood on this</p> <p>Development of independence: starting employment, leaving home, starting a family.</p>	
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	<p>Social changes; increased and decreased opportunities for socialisation</p> <p>Late Adulthood:</p> <p>Physical effects of the ageing process (sensory loss etc.)</p> <p>Intellectual effects of ageing (dementia, decline in cognitive ability)</p> <p>Emotional effects of ageing (depression and loneliness, dependency on others)</p> <p>Social effects of ageing (isolation and effects of bereavement).</p>	<p>Cardiovascular conditions - CHD, cerebral vascular accident</p> <p>Type 2 Diabetes</p> <p>Dementia</p> <p>Obesity</p> <p>Respiratory conditions</p> <p>Additional needs - sensory impairments, physical impairments, learning disabilities</p>	<p>Environmental conditions: levels of pollution, noise Home environment Exposure to pollution</p> <p>The impact of life events relating to relationship changes and changes in life circumstances.</p>	<p>Middle Adulthood</p> <p>The menopause and the role of hormones</p> <p>The ageing process in mid-adulthood</p> <p>Self-concept and self-image – the effects of middle adulthood on these.</p> <p>Social effects of middle adulthood.</p> <p>Late Adulthood</p> <p>Cardiovascular disease The degeneration of the nervous tissue</p> <p>Osteoarthritis</p> <p>Degeneration of the sense organs</p>	
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				<p>The reduced absorption of nutrients</p> <p>Dementia, to include Alzheimer’s disease</p> <p>Effects of illnesses that are common in ageing</p> <p>Memory loss in later adulthood</p> <p>Effects on confidence and self-esteem.</p> <p>Effects of social change:</p> <ul style="list-style-type: none"> o role changes o loss of a partner o loss of friends o increase in leisure time. <p>Financial concerns.</p> <p>Effects of culture religion and beliefs.</p> <p>Social disengagement theory</p>	
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				Activity theory Health and social care provision for the aged. Economic effects of an ageing population.	
Autumn 2	<p>Factors affecting development</p> <p>Physical Factors</p> <p>Genetic Inheritance: Sickle cell disease, cystic fibrosis, muscular dystrophy, Marfan syndrome and Huntington's disease</p> <p>Experiencing illness and disease Mental ill health - anxiety and stress Physical ill health - cardiovascular disease, obesity and type 2 diabetes Disabilities Sensory Impairments</p> <p>Lifestyle factors Nutrition Physical Activity</p>	<p>Barriers to accessing services</p> <p>Definition of a barrier</p> <p>Physical barriers: issues getting into and around the facilities Ways to overcome</p> <p>Sensory barriers: hearing and visual difficulties Ways to overcome</p> <p>Social, cultural and psychological barriers: lack</p>	<p>Physiological indicators</p> <p>Pulse (resting and recovery rate after exercise) Blood pressure Body mass index (BMI).</p> <p>Using published guidance to interpret data relating to these physiological indicators.</p> <p>The potential significance of abnormal readings: risks to physical health - short and long term</p> <p>Lifestyle indicators</p>	<p>Factors affecting development</p> <p>Nature/Nurture Debate</p> <p>Gesell's maturation theory Bandura's social learning theory Stress-diathesis Model</p> <p>Genetic Factors</p> <p>Genetic predispositions/disorders; cystic fibrosis, brittle bone</p>	<p>Working with people with specific needs in the health and social care sector</p> <p>People with specific needs Working practices</p> <p>Recap of topics in preparation for the exam.</p>

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	<p>Smoking Alcohol Substance Misuse</p> <p>Emotional Factors Fear, anxiety/worry, upset/sadness, grief/bereavement, happiness/contentment, security, attachment</p> <p>Social/Cultural Factors</p> <p>Supportive and unsupportive relationships Social inclusion and exclusion Bullying Discrimination Religion Gender roles and expectations Gender Identity Sexual Orientation Community participation Race</p> <p>Environmental factors Housing needs, condition and location</p>	<p>of awareness, differing cultural beliefs, social stigma, fear of loss of independence. Ways to overcome</p> <p>Language barriers: differing first language, language impairments Ways to overcome</p> <p>Geographical barriers: distance of service provider, poor transport links Ways to overcome</p> <p>Intellectual barriers: learning difficulties Ways to overcome</p> <p>Financial barriers: charging for services, cost of transport, loss of</p>	<p>Interpretation of lifestyle data, specifically risks to physical health associated with:</p> <p>Nutrition Smoking Alcohol consumption Inactive lifestyles. The eatwell guide UK Chief Medical Officer’s Alcohol, smoking and physical activity guidelines</p>	<p>disease, phenylketonuria (PKU), Huntington’s disease, Klinefelter’s syndrome, Down’s syndrome, colour blindness, Duchenne muscular dystrophy, Susceptibility to diseases; cancer, high blood cholesterol and diabetes.</p> <p>Biological factors that affect development; foetal alcohol syndrome, effects of maternal infections and lifestyle/diet during pregnancy, congenital defects.</p> <p>Environmental Factors</p> <p>Exposure to pollution Poor housing conditions Access to health and social care services</p>
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	<p>Home environment - parental conflict Exposure to pollution - air, noise and light</p> <p>Economic Factors</p> <p>Employment situation Financial resources - income, inheritance, savings</p>	<p>income while accessing services.</p>		<p>Social Factors</p> <p>Family Dysfunction Bullying Culture, religion and beliefs</p> <p>Economic Factors</p> <p>Income and expenditure Employment status Education Lifestyle</p> <p>Life Events</p> <p>Predictable and Unpredictable Life Events Holmes-Rahe Social Readjustment Scale.</p>	
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Spring 1	<p>Life Events</p> <p>Predictable and Unpredictable Events</p> <p>Health and wellbeing Accident/Injury Physical Illness Mental and emotional health and wellbeing</p> <p>Relationship Changes Entering relationships Marriage, civil partnership, long-term relationships Parenthood Divorce, separation for non-married couples Bereavement Effects of these events on PIES</p> <p>Life circumstances Moving House/School/Job Exclusion from Education Redundancy</p>	<p>Skills and attributes in health and social care Problem solving Observation Dealing with difficult situations Organisation Empathy Patience Trustworthiness Honesty</p> <p>Care values: Empowering and promoting independence Respect for the individual Maintaining confidentiality Preserving the dignity of individuals Effective communication Safeguarding and duty of care Promoting anti-discriminatory practice</p>	<p>Person centred approach to improving health and wellbeing</p> <p>Needs</p> <p>Wishes</p> <p>Circumstances</p> <p>The importance of a person-centred approach</p> <p>The benefits of a person-centred approach</p>	<p>Recapping of topics in preparation for the exam.</p> <p>Unit 5 – Meeting Individual Needs (C/W)</p> <p>Promoting equality, diversity and preventing discrimination</p> <p>Definition of equality, diversity and discrimination. Importance of preventing discrimination. Initiatives aimed at preventing discrimination in care, e.g. the use of advocacy services.</p>	<p>Unit 14 – Physiological disorders and their care.</p> <p>The causes and effects of physiological disorders</p> <p>Systems of the body</p> <p>Types of physiological disorders and their effects on the body</p> <p>Causes of physiological disorders</p> <p>Signs and symptoms of physiological disorders</p> <p>The investigation and diagnosis of physiological disorders</p>
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	<p>Imprisonment Retirement Changes to standards of living</p>	<p>The 6 C's Care Compassion Competence Communication Courage Commitment</p> <p>Obstacles individuals requiring care may face</p> <p>Definition of obstacle Emotional psychological Time constraints Availability of resources Unachievable targets Lack of support Other factors specific to the individual.</p>	<p>Recommendations and actions to improve health and wellbeing</p> <p>Established recommendations for helping to improve health and wellbeing</p> <p>Support available when following recommendations to improve health and wellbeing: formal and informal support</p>	<p>Skills and personal attributes required for developing relationships with individuals</p> <p>The 6Cs People skills Communication Observation skills Dealing with difficult situations</p> <p>Empathy and establishing trust with individuals</p> <p>Attachment and emotional resilience theory The triangle of care.</p>	<p>Investigative procedures; General and patient specific Diagnostic procedures; general and patient specific</p> <p>Treatment and support for service users with physiological disorders</p> <p>Provision of treatment and support Types of carers and care settings</p> <p>Develop a treatment plan</p> <p>Care methods and strategies Treatment planning processes</p>
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				<p>Empathy theories - Johannes Volkelt, Robert Visscher, Martin Hoffman and Max Scheler.</p> <p>Ethical issues and approaches</p> <p>Ethical theories; consequentialism, deontology, principlism and virtue ethics.</p> <p>Managing conflict with service users, carers and/or families, colleagues.</p> <p>Managing conflict of interests. Balancing services and resources. Minimising risk but promoting individual choice and independence Sharing information and managing confidentiality.</p>	<p>Completion of coursework intertwined within this – some lessons theory based, some will be spent writing up practice/summative assignments.</p>
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Spring 2	<p>Coping with change caused by life events Character traits which influence ability to cope with life events Resilience Self-esteem Emotional intelligence Disposition - positive or negative</p> <p>Sources of Support</p>	<p>The benefits to individuals of the skills, attributes and values in health and social care practice</p> <p>Completion of PSA Assessment - this is an</p>	<p>Barriers and obstacles to following recommendations</p> <p>Definition of barriers</p> <p>Potential barriers as appropriate to the individual and recommendation</p>	<p>Legislation and guidance on conflicts of interest, balancing resources and minimising Risk</p> <p>Organisations; National Health Service (NHS), Department of Health (DH), National Institute for Care Excellence (NICE), Health and Safety Executive (HSE).</p>	

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	<p>Formal Support Informal Support Family, friends, partners Professional carers and services Community groups, voluntary and faith-based organisations. Multi-agency working Multidisciplinary working</p> <p>Types of Support Emotional Information and advice Practical help, e.g. financial assistance, childcare, transport.</p>	<p>unseen brief provided by Pearson which students must showcase their learning of topics in this component.</p>	<p>Definition of obstacles</p> <p>Potential obstacles as appropriate to the individual and the recommendation.</p>	<p>Legislation, e.g. Mental Health Act 2007, Human Rights Act 1998, Mental Capacity Act 2005, National Health Service Act 2006 Section 140, Equality Act 2010, Care Act 2014.</p> <p>Guidance, e.g.:</p> <ul style="list-style-type: none"> the DH Decision Support Tool five-step framework NICE and NHS guidance on Care Pathways and Care Plans <i>Managing Conflicts of Interest: Guidance for Clinical Commissioning Groups (2013)</i> (NHS) HSE guidance on risk assessments. <p>How this guidance may be counterbalanced by other factors, e.g. religion, personal choice, government policies.</p>	
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				<p>Enabling individuals to overcome challenges</p> <p>Types of challenges faced by individuals with care and support needs</p> <p>Methods of identifying challenges</p> <p>Role of policy frameworks in minimising challenges; NHS Patient Experience Framework</p> <p>Health Action Plans and how they are used to minimise challenges</p> <p>Adult Social Care Outcomes Framework (ASCOF)</p> <p>Common Assessment Framework (CAF).</p> <p>Impact of not enabling individuals to overcome challenges.</p>	
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Summer 1	<p>Completion of PSA Assessment - this is an unseen brief provided by Pearson which students must showcase their learning of topics in this component.</p>	<p>Completion of PSA Assessment - this is an unseen brief provided by Pearson which students must showcase their learning of topics in this component.</p>	<p>Revision of topics and WTM completion</p>	<p>Promoting personalisation</p> <p>Personalisation</p> <p>Methods of recognising preferences, to include care plans, learning plans, behavioural plans, specialist support from health and social care professionals.</p> <p>The importance of promoting choice and control and the financial impact of this on care provision.</p> <p>Communication techniques</p> <p>Different approaches for effective communication; humanistic, behavioural,</p>	
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				cognitive, psychoanalytical and social. Types of communication Alternative communications Theories of communication; to include Argyle, Tuckman, Berne New technologies and communication techniques.	
Summer 2	Completion of PSA Assessment - this is an unseen brief provided by Pearson which students must showcase their learning of topics in this component.	Completion of PSA Assessment - this is an unseen brief provided by Pearson which students must showcase their learning of topics in this component.		How agencies work together to meet individual care and support needs Role of organisations responsible for commissioning healthcare services Role of organisations responsible for commissioning social care services Role of bodies responsible for integrating health and social care	

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				<p>Role of assessment and eligibility frameworks The Education, Health and Care plan (EHC).</p> <p>Roles and responsibilities of key professionals on multidisciplinary teams</p> <p>Multidisciplinary teams, members and formation.</p> <p>Specific roles and responsibilities relating to meeting individual needs of a variety of health and care professionals in a multidisciplinary team.</p> <p>How multi-agency and multidisciplinary teams work</p>	
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				<p>together to provide co-ordinated support</p> <p>Maintaining confidentiality</p> <p>Definition of confidentiality.</p> <p>Working practices to maintain confidentiality.</p> <p>Codes of practice for care workers establishing importance of confidentiality.</p> <p>Relevant aspects of legislation</p> <p>Managing information</p> <p>Working practices for managing information.</p>	
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				<p>The importance of sharing information</p> <p>Impact of new technologies on managing information.</p> <p>Bodies that control the management of information</p> <p>Legislation and codes of practice that relate to the storage and sharing of information in health and social care.</p> <p>Completion of coursework intertwined within this – some lessons theory based, some will be spent writing up practice/summative assignments.</p>	
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