

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>Interacting with the environment, communication and problem solving.</p>	<p>Unit 2 – Human Biology and Health (Exam)</p> <p>Body systems</p> <p>The structure and function of: Cardiovascular system Heart and cardiac cycle Blood vessels; arteries, veins and capillaries Blood; plasma, red blood cells, white blood cells and platelets</p> <p>The respiratory system: Trachea, lungs, bronchi, bronchioles and alveoli</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 and Ainsworth, attachment and bonding, managing emotions.</p> <p>Relationships with caregivers and developing friendships.</p> <p>Adolescence:</p> <p>Changes in puberty</p> <p>Primary and secondary sexual characteristics and the role of hormones.</p> <p>Abstract thinking and reasoning</p> <p>Self-image and self-concept – the effects of adolescence on these, developing relationships and identity..</p>	<p>Ventilation: gaseous exchange, action of the diaphragm, ribs and intercostal muscles.</p> <p>The nervous system: CNS Peripheral nervous system Autonomic nervous system</p> <p>The endocrine and renal systems: Role of hypothalamus Control and regulation of growth Osmoregulation Regulation of blood sugar Fight or flight response Regulation of blood pressure</p> <p>The musculoskeletal system Ligaments, tendons, cartilage, bone, antagonistic pairs and synergist and fixator muscles, fibrous joints, cartilaginous joints, synovial joints.</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, synaptic pruning.</p> <p>Higher education and employment.</p> <p>Long term intimate relationships, changes in self-concept, self-image and lifestyle, bonding with own family.</p> <p>Development of independence: starting employment, leaving home, starting a family.</p> <p>Middle Adulthood</p>	<p>The function of further body systems</p> <p>Immune system</p> <p>Lymphatic system</p> <p>Reproductive system</p> <p>Digestive system</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</p> <p>Home environment</p> <p>Exposure to pollution</p> <p>The impact of life events relating to relationship changes and changes in life circumstances.</p>	<p>The perimenopause and menopause and the role of hormones</p> <p>Verbal and reasoning skill changes.</p> <p>Re-evaluating priorities, contributing to the next generation, emotional factors relating to menopause.</p> <p>Relationships at work, the impact of retirement and changing roles.</p> <p>Late Adulthood</p> <p>Physical changes: lung capacity reducing, arteries and heart muscle thickens, loss of brain cell functionality, fall risk.</p>	
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				<p>Intellectual changes: taking longer to learn new skills, decline in short term memory, wisdom and creativity</p> <p>emotional changes: calmer, feeling alone, feeling younger than age, frailty</p> <p>Social changes: retirement, reduction in social circle.</p> <p>Later Adulthood</p> <p>Physical effects of ageing: Reduced organ function, loss of bone density, ligament and tendon changes, thinning of skin, chronic and long term health issues, sensory decline.</p>	
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				<p>Memory loss in later adulthood, effects of stroke and dementia, cognitive super-agers</p> <p>Effects on confidence and self-esteem. Depression in old age</p> <p>Effects of social change: o role changes o loss of a partner o loss of friends o increase in leisure time.</p> <p>Social disengagement theory, Activity theory</p> <p>Prevalent Health Conditions</p>	
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				<p>Infancy and early childhood: flu, chickenpox, ear infections, meningitis, conjunctivitis, speech problems and dental caries.</p> <p>Adolescence: health effects of Smoking, vaping, drug taking and sexual health</p> <p>Early and middle adulthood: stress, depression and anxiety, accidents from risk-taking behaviour and sedentary lifestyles</p> <p>Late and Later Adulthood: dementia, health disease, oral health problems, injury from falls, weakened immune system and complications from flu.</p>	
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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</p> <p>Nutrition Physical Activity Smoking Alcohol Substance Misuse</p> <p>Emotional Factors</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 of awareness, differing cultural beliefs, social stigma, fear of loss of independence. Ways to overcome</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>Interpretation of lifestyle data, specifically risks to physical health associated with:</p> <p>Nutrition Smoking</p>	<p>Factors affecting development</p> <p>Genetic Factors</p> <p>Genetic predispositions/disorders; cystic fibrosis, Huntington's disease, sickle cell anaemia. Cardiovascular disease, breast cancer and prostate cancer.</p> <p>Biological factors that affect development; foetal alcohol syndrome, effects of maternal infections and lifestyle/diet during pregnancy, congenital defects.</p> <p>Lifestyle Factors</p>	<p>Disorders of the body systems</p> <p>Coronary heart disease Stroke COPD Asthma Diabetes Dementia Brain injury Cancer of the breast, bowel and lung responsibilities of people who work in health and social care settings</p>
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	<p>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</p> <p>Housing needs, condition and location Home environment - parental conflict Exposure to pollution - air, noise and light</p> <p>Economic Factors</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 income while accessing services.</p>	<p>Alcohol consumption Inactive lifestyles. The eatwell guide UK Chief Medical Officer's Alcohol, smoking and physical activity guidelines</p>	<p>Diet and weight management</p> <p>Level of exercise</p> <p>Alcohol and Tobacco usage</p> <p>Quality of sleep</p> <p>Oral Health</p> <p>Health Inequalities</p> <p>NHS definition of health inequalities</p> <p>Difference in life expectancy across different socioeconomic groups</p> <p>Prevalence of mental health difficulties across socioeconomic groups/gender/race and ethnicity</p>	
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	<p>Employment situation</p> <p>Financial resources - income, inheritance, savings</p>			<p>Access to health services and difference of experience in healthcare</p> <p>- race and ethnicity, learning disabilities, gender</p> <p>Discrimination</p> <p>Environmental Factors</p> <p>Exposure to pollution</p> <p>Poor housing conditions</p> <p>Asthma, tuberculosis and accidents</p> <p>Economic Factors</p> <p>Income and employment status</p> <p>Impact on Health</p> <p>Occupation-related health</p> <p>COPD, musculoskeletal problems, stress and anxiety, shift work</p>	
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				<p>Health and social care promotion and prevention</p> <p>Vaccinations Age related health checks Mental health education Dental checks Health education Accident prevention</p> <p>Health and Social Care professionals</p> <p>Roles of nurses, midwives, doctors, allied health professionals, dentists and hygienists, social workers, dieticians, residential and domiciliary care and support workers, psychologists and counsellors, youth workers and social prescribers.</p>	
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				Personalised care and multidisciplinary working Integrated care systems Person-centred approach Features of multi-disciplinary working	
Spring 1	Life Events Predictable and Unpredictable Events Health and wellbeing Accident/Injury Physical Illness Mental and emotional health and wellbeing Relationship Changes Entering relationships Marriage, civil partnership, long-term relationships Parenthood	Skills and attributes in health and social care Problem solving Observation Dealing with difficult situations Organisation Empathy Patience Trustworthiness Honesty Care values:	Person centred approach to improving health and wellbeing Needs Wishes Circumstances	Unit 6 – Safe Environments in health and social care (C/W) Meeting Individual needs Local services Meeting individual needs in health and social care environments Impact of health conditions	Unit 3 – Principles of health and social care practice (C/W) Values essential to health and social care practice NHS Core values Skills for care values The 6C's Person centred care and approaches

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	<p>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 Imprisonment Retirement Changes to standards of living</p>	<p>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>The 6 C's Care Compassion Competence Communication Courage Commitment</p> <p>Obstacles individuals requiring care may face</p>	<p>The importance of a person-centred approach</p> <p>The benefits of a person-centred approach</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>The importance of equality, diversity and inclusion in health and social care environments.</p> <p>The impact of environmental factors and the care experience</p> <p>Geographical location Design and Accessibility Engaging service users People traffic and noise Scheduling activities</p> <p>Challenges to providing appropriate care environments</p> <p>Needs of individuals Expectations</p>	<p>People skills Needs-led care Empowerment Care and support plans Raising concerns Communication techniques Respect and patience Impacts of poor communication Digital communication</p> <p>Confidentiality</p> <p>Importance of confidentiality Sharing confidential information Permissions Policies and procedures on confidentiality Consequences of breaching confidentiality</p> <p>Duty of Care</p> <p>Legal obligations Best interests</p>
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		Definition of obstacle Emotional psychological Time constraints Availability of resources Unachievable targets Lack of support Other factors specific to the individual.		Length of time in care Integrated care systems Partnership working Working with others	Record keeping National standards Regulatory requirement Appropriate services Personal conduct Managing dilemmas Working with vulnerable children and adults at risk Vulnerabilities Protecting rights Preventing harm Safeguarding Multi-agency working
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	<p>Information and advice Practical help, e.g. financial assistance, childcare, transport.</p>			<p>impact of vulnerability impact of pandemics Cultural considerations Responding to concerns about vulnerable individuals</p>	<p>Primary, secondary and tertiary care Community Health Social Care Palliative and end of life care Learning disability care Virtual wards and virtual hospitals</p> <p>How health and social care services are organised to benefit the population</p> <p>Integrated care systems Two components of ICSs Purpose of ICSs</p> <p>Using critical thinking skills to draw valid conclusions</p>
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					Questioning relevance of information and challenging on biases Breaking information into parts and identifying relationships and connections Identifying strengths and weaknesses of information Drawing conclusions using structured reasoning.
Summer 1	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.	Revision of topics and WTM completion	Promoting personalisation Standards setting and regulation of health and social care environments in England Regulation and standards CQC regulation Professional bodies	The effect of social determinants on individuals health status Health status Access to care Quality and experience of care Behavioural risks Wider determinants to health Socio-economic factors Geography Individual characteristics Socially excluded groups

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				<p>Responsibilities for maintaining safe environments</p> <p>Health and safety policies Risk assessments Information and training workplace facilities</p> <p>Employee responsibilities: training and updates, cooperation with the employer, PPE, interference and misuse, reporting poor practice.</p> <p>Effective record keeping in health and social care environments</p>	<p>Intersectionality</p> <p>Improving health outcomes in practice</p> <p>Equality and diversity Discrimination Inclusion in practice Not making assumptions Intersectionality Importance of equality, diversity and inclusion for professionals Diverse workforces Cultural competence Continued learning and development Importance of equality, diversity and inclusion for service users.</p>
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				<p>Legal and ethical obligations Types of records kept Digital records</p> <p>Poor practice and its' impact in health and social care</p> <p>Impacts on service users Impacts on staff Impacts on employers and organisations in health and social care</p> <p>Completion of coursework intertwined within this – some lessons theory based, some will be spent writing up</p>	<p>Potential barriers to improving health outcomes in practice</p> <p>Discrimination Challenging discrimination in practice The impact of pandemics on health outcomes.</p>
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Health and Social Care

Health and Social Care is not taught prior to Key Stage 4, although there are some overlaps with RSHE. Students may opt to study this from Year 9 as one of their optional subjects, where we deliver the BTEC Level 2 Tech Award in Health and Social Care. At A-Level, students follow the BTEC Level 3 National Extended Certificate in Health and Social Care, which is the equivalent of 1 A-Level.

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				practice/summative assignments.	
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.		Unit 2: Human Biology and Health Organisation of the human body Cells: membrane, nucleus, ribosomes, mitochondria Tissues: epithelial, connective, muscle, nervous Energy in the body: metabolism, catabolism and anabolism Cellular respiration: anaerobic and aerobic respiration	

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				<p>Uses of energy in the body: cell division, growth and repair, nerve impulses, contraction of muscles anabolism and maintenance of homeostasis. Basal metabolic rate (BMR).</p> <p>Homeostatic mechanisms: thermoregulation, blood glucose regulation and osmoregulation.</p>	
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