



# SAINT JOHN WALL CATHOLIC SCHOOL

## *A Catholic School for All*



### KS4 Health and Social Care Knowledge and Skills Overview

**Curriculum Intent:** *"To educate each and every unique child in our care to hear and respond to what God calls them to be".*



**3 John 1:2**

*"Dear friend, I pray that you may enjoy good health and that all may go well with you, even as your soul is getting along well." ~*

## KS4 Health and Social Care Scheme of Work Overview

Sequencing of topics and Career Links	<u>Sequencing of topics</u>	<u>Career Links</u>
	<p><b>Year 9 Component 1-Human Lifespan Development-Internally assessed unit</b></p> <ul style="list-style-type: none"> <li>❖ Learning Aim A-Understand human growth and development across life stages and the factors that affect it</li> <li>❖ Learning Aim B-Investigate how individuals deal with life events.</li> </ul> <p><b>Year 10 Component 2-Health and Social Care Services and Values-internally assessed unit</b></p> <ul style="list-style-type: none"> <li>❖ Learning Aim A-Understand the different types of health and social care services and barriers to accessing them</li> <li>❖ Learning Aim B-Demonstrate care values and review own practice</li> </ul> <p><b>Year 11 Component 3-Health and Wellbeing- external assessment</b></p> <p>Assessment objectives:</p> <ul style="list-style-type: none"> <li>❖ AO1 Demonstrate knowledge and understanding of factors that affect health and wellbeing</li> <li>❖ AO2 Interpret health indicators</li> <li>❖ AO3 Design a person-centred health and wellbeing improvement plan</li> <li>❖ AO4 Demonstrate knowledge and understanding of how to overcome obstacles relating to health and wellbeing improvement plans</li> </ul>	<ul style="list-style-type: none"> <li>❖ <b>Occupational therapist</b></li> <li>❖ Care worker</li> <li>❖ <b>Rehab worker</b></li> <li>❖ <b>Counsellor</b></li> <li>❖ Health psychologist</li> <li>❖ <b>Social worker</b></li> <li>❖ <b>Health visitor</b></li> <li>❖ Nurses/Carers/ Health Care Assistants</li> <li>❖ Mental Health Counsellors</li> <li>❖ Dietician/Nutritionist</li> <li>❖ Paramedic and Ambulance service carers</li> <li>❖ SENDCO</li> <li>❖ Play Therapist</li> <li>❖ Speech and language therapist-Allied Health Professionals</li> </ul>
<b>Calendared assessments</b>	<p><b>Yr. 9-</b> Autumn and Summer  <b>Yr. 10—</b> Autumn and Spring  <b>Yr. 11 –</b> Autumn and Spring</p>	
<b>Personal Development</b> <i>(Cross curricular, SJW Values, SMSCV, cultural capital)</i>	<p>About 3 million people work in health and social care; roles include doctors, pharmacists, nurses, midwives and healthcare assistants. Social care roles include care assistants, occupational therapists, counsellors and administrators. Together, they account for nearly one in ten of all paid jobs in the UK. The Health and Social Care specification underpins (in part) <b>the RSE and Health Curriculum 2020</b>, lending itself to developing the whole child-<b>physically, intellectually and emotionally; Cultural Capital</b> opportunities are also embedded.</p> <p>The specification combines the SJW values with the seven care values- Dignity, Safeguarding, Empowerment, Person Centred Approach, Confidentiality, Effective Communication and Anti Discriminatory practices.</p> <p><b>Science</b>-lung functions, aerobic and anaerobic, circulation, skeletal system, genetics and predisposed conditions.</p> <p><b>Religious Education</b>-Ethics and Morals, addictions, holistic treatments,</p> <p><b>Mathematics</b>-BMI, Calories, RDI's, finances</p> <p><b>English</b>-barriers to reading text-dyslexia, visual impairment, hearing impairment</p>	

**Geography-** Demographics, housing, pollution,  
**History-NHS,** Public Health, History of Mental Health, Medicine through the ages, Poverty Housing Policy, Dev. Of Children’s Life Expectancy, Windrush.  
**MFL-**language and cultural barriers  
**Art, Design and Technology-** Aesthetics, Styling and Presentation, Packaging, CAD CAM and Production  
**Music and Performing Arts-**dance, exercise-Zumba, role play (comp 3)  
**PE-**energy input V’s energy output, exercise, physical disabilities, dyspraxia,  
**Food-**Nutrition, healthy eating, diet and lifestyle choices, appearance  
**ICT, Business and Media-** online subscriptions-Peloton, YouTube-Joe Wicks, Weight management online (Weight Watchers).

**Progression model**

What **knowledge** will pupils develop? *(Including key terminology)*

What **skills** will pupils develop? *(Including literacy & Numeracy)*

Learners will develop sector-specific knowledge and skills in a practical learning environment. The main focus is on four areas of equal importance, which cover the:

1. development of key skills that prove aptitude in health and social care such as interpreting data to assess an individual’s health
2. process that underpins effective ways of working in health and social care, such as designing a plan to improve an individual’s health and wellbeing
3. attitudes that are considered most important in health and social care, including the care values that are vitally important in the sector, and the opportunity to practise applying them
4. knowledge that underpins effective use of skills, process and attitudes in the sector such as human growth and development, health and social care services, and factors affecting people’s **health and wellbeing**.

**Physical and lifestyle factors:**

- ❖ genetic inheritance, including inherited conditions and predisposition to other conditions
- ❖ ill health (acute and chronic)
- ❖ diet (balance, quality and amount)
- ❖ amount of exercise

**Component 1: Human Lifespan Development-**  
Pupils will write a report to illustrate how people change over different life stages.

- They could choose an individual, e.g. a well-known person, and carry out **desk-based research** to find out how they have changed over the course of three life stages and then use this to write a report.
- **PIES development and factors that affect it.**
- **Assess** the changing impact of different factors on the individual’s growth and development across three life stages.

Pupils choose two people who have experienced the same event (e.g. marriage, redundancy, an accident) and **investigate** how it affected them; **gathering evidence** through interviewing the two people so that they can **ask specific questions** and draw out **their experiences** first hand.

**Component 2: Health and Social Care Services and Values**  
Pupils will be asked to **carry out a review** into health and social care services available in their area.  
Pupils will receive a case study on two individuals with different health and social care needs: one will have health care needs, and the other social care needs. The case study details why they need to **access these services**, as well as their **specific circumstances** that would impact on their ability to access them. Pupils carry out **research to find local services that meet their needs**.

- **research and present information** about suitable services, assessing how well the services meet their needs.
- For one of these individuals, **include a specific health or social care service** for which barriers exist and **make justified suggestions** for how these could be overcome by the service provider or the individual.

- ❖ substance use, including alcohol, nicotine, illegal drugs and misuse of prescribed drugs
- ❖ personal hygiene

**Social, emotional and cultural factors:**

- ❖ social interactions, e.g. supportive/unsupportive relationships, social integration/isolation
- ❖ stress, e.g. work-related
- ❖ willingness to seek help or access services, e.g. influenced by culture, gender, education.

**Economic factors**

- ❖ financial resources.

**Environmental factors:**

- ❖ environmental conditions, e.g. levels of pollution, noise
- ❖ housing, e.g. conditions, location.

Pupils will be given the opportunity **to demonstrate care values** in one or more simulated or real situations (**Role Play**). The situation(s) could relate to health or social care. Pupils then review their own performance.

- Demonstrate each care values
- Review own practice firstly,
- Respond to feedback,
- Make suggestions for improvement.

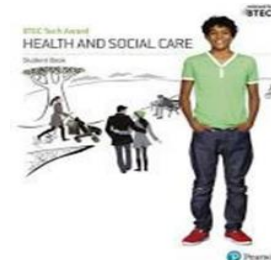
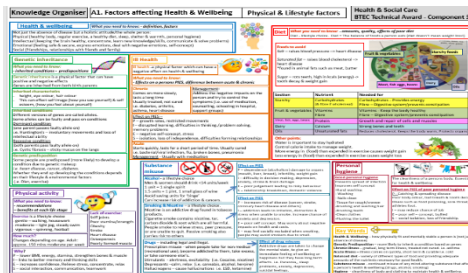
**Component 3- Health and Wellbeing**

Pupils will study the **factors that affect health and wellbeing**, learning about **physiological and lifestyle indicators**, and how to **design a health and wellbeing improvement plan**.

- ❖ Factors affecting health and wellbeing
- ❖ Physiological indicators
- ❖ Lifestyle indicators
- ❖ Health and wellbeing improvement plans
- ❖ Obstacles to implementing plans

**Development homework**

- ❖ Past papers, mark schemes and examiner/moderator reports.
- ❖ Learning Journals & **Knowledge organisers**
- ❖ PLC checkers.
- ❖ **Pearson's BTEC Tech Award in Health and Social Care Revision Guide**



Watch list

- ❖ Inside the Ambulance,
- ❖ Panorama-Crisis in Care
- ❖ 24 hours in A&E
- ❖ Saving our nurses
- ❖ Football- Prince Williams and our Mental Health
- ❖ Easy ways to live well
- ❖ Lose weight and get fit with Tom Kerridge.
- ❖ David Harewood-Psychosis and me

**Research list for Health & Social Care careers:**

- ❖ <https://www.skillsforcare.org.uk/Careers-in-care/Job-roles/Job-roles-in-social-care.aspx>
- ❖ <https://www.healthcareers.nhs.uk/working-health/working-social-care>
- ❖ <https://www.prospects.ac.uk/jobs-and-work-experience/job-sectors/social-care/how-to-become-a-social-worker>
- ❖ <https://www.nidirect.gov.uk/information-and-services/looking-work/careers-health-and-social-care>