

Subject overview: KS4 Health & Social Care

Subject Rationale (Intent) linked to [whole school curriculum mission](#)

In brief (no more than four sentences)

Health and Social Care aims to examine the health of the nation and the impact internal and external factors can have on an individual's health and well-being. We explore how individuals develop throughout each life stage and factors that impact human behaviour. We consider the effect that diet and lifestyle can have on an individual's health and well-being and the importance of effective communication within a health and social care setting.

Additional details

The aims of the Health & Social Care department are to develop key skills and attitudes required for working within the Health and Social Care sector. These include skills to interpret data to assess an individual's health and problem solving skills. We also aim to develop students' attitudes towards the development and implementation of care values that are vital within the health care sector. Alongside this we aim to develop students interpersonal skills that are required to effectively provide a level of care within the sector.

In KS4 students complete the Pearson BTEC Tech Award 2022 in Health and Social Care syllabus

YEAR 10

TERM	Topic sequence (What are you teaching?)	Topic sequence rationale (Why are you teaching this? How does it link to prior learning? Any notable links to St Edmund's curriculum mission St Edmund's curriculum mission)	Main method of assessment?
Term 1:1	<p>Component 1: Human Lifespan Development</p> <ul style="list-style-type: none"> • A1 - Human growth and development across the life stages. • A2 - Factors affecting growth and development 	<p>Students have no prior knowledge of the subject - begin substantive knowledge of the life stages as they can relate to the different ages and how an individual will develop as they progress through the stages.</p> <p>Once life stages are taught, students can then build on substantive knowledge of the different factors they may influence an individual as they progress through these life stages.</p>	<p>Knowledge checks</p> <p>Mock PSA tasks linked to PIES and the life stages.</p>
Term 1:2	<ul style="list-style-type: none"> • B1 - Different types of life events and how they impact on an individual. • B2 - Coping with change caused by life events. 	<p>Once students have gained substantive knowledge of the life stages and factors that impact on development across these stages, they can better understand how certain life events such as illness can impact on an individual at certain stages in life.</p> <p>Having an understanding of the nature of different life events, then enables students to develop disciplinary knowledge and appreciate how someone may cope with these different events and how their personality plays a role in how well they adapt. The different types of support can then be brought in and matched to individuals depending on their character traits.</p>	<p>Knowledge checks</p> <p>Mock PSA task linked to life events and sources of support.</p>
Term 2:1	<p>PSA Component One Assignment released in January containing specific scenarios for the students to explore.</p>	<p>Students are only able to access all 60 marks within the PSA if they have developed both substantive and disciplinary knowledge of all the content for A1, A2, B1 and B2. They must apply this knowledge and</p>	PSA Component One

	<ul style="list-style-type: none"> ● B3 - The obstacles individuals requiring care may face. ● B4 - The benefits to individuals of the skills, attributes and values in health and social care practice. 	<p>individual needs.</p> <p>This topic links with the barriers to accessing services. Students now have substantive knowledge of what obstacles can prevent individuals from accessing health and social care services and can better appreciate the range of challenges faced by various service users which prevents them from accessing the care and support they require.</p> <p>Once learners understand the challenges faced by different service users and the skills and attributes required from health and social care professionals, they can put this together and develop disciplinary knowledge relating to the nature of the professional can work to help support and meet the needs of the individual.</p>	
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YEAR 11			
TERM	Topic sequence (What are you teaching?)	Topic sequence rationale (Why are you teaching this? How does it link to prior learning? Any notable links to St Edmund's curriculum mission)	Main method of assessment?
Term 1:1	PSA Component Two Assignment released in September containing specific scenarios for the students to explore.	Students are only able to access all 60 marks within the PSA if they have developed substantive and disciplinary knowledge of all the content for A1, A2, A3, B1, B2, B3 and B4. They must apply this knowledge and understanding to the PSA scenario.	PSA Component Two
Term 1:2	PSA Component Two	Students are only able to access all 60 marks within the PSA if they have developed substantive and disciplinary knowledge of all the content for A1, A2, A3, B1, B2, B3 and B4. They must apply this knowledge and understanding to the PSA scenario.	PSA Component Two

<p>Term 2:1</p>	<p>Component 3: Health and Wellbeing Exploration of factors that can have a positive or negative influence on a person's health and wellbeing.</p> <ul style="list-style-type: none"> ● A1 - Factors that affect health and wellbeing <p>B: Interpreting health indicators</p> <ul style="list-style-type: none"> ● B1 - Physiological indicators. ● B2 - Lifestyle indicators. 	<p>Learners are able to draw on existing substantive and disciplinary knowledge from Component One; A2 to appreciate the wide range of factors that can impact on an individuals health and wellbeing.</p> <p>Learners are able to draw on existing substantive and disciplinary knowledge from Component Two; A1 as this has given them an understanding of the different medical conditions an individual can suffer from. Connections can then be drawn between conditions and indicators; high blood pressure and cardiovascular disease or high BMI and obesity for example.</p> <p>Learners are able to draw on existing substantive and disciplinary knowledge from Component One; B1 and B2 as this has given them an appreciation of the different character traits individuals may show and how this impacts on the decisions they make regarding their lifestyle choices.</p>	<p>Knowledge tests and past paper practice questions</p>
<p>Term 2:2</p>	<p>C - Person-centred approach to improving health and wellbeing.</p> <ul style="list-style-type: none"> ● C1 - person-centred approach ● C2 - recommendations and actions to improve health and wellbeing. ● C3 - barriers and obstacles to following recommendations. 	<p>This links to, and consolidates, substantive and disciplinary knowledge and understanding from Component 2 on the skills, attributes and values that contribute to care.</p> <p>This links to, and consolidates, substantive and disciplinary knowledge and understanding from Component 1 on sources and types of support, and Component 2 on health and social care services, and also skills, attributes and values that contribute to care.</p> <p>Learners will need to make links to and build on their prior substantive and disciplinary knowledge and understanding from Component 2, in particular, barriers to accessing services and the personal obstacles</p>	<p>Knowledge tests and past paper practice questions</p>

		individuals may face.	
Term 3:1	Component 3: External examination		External examination
Term 3:2			