

Department: Health & Social Care

Vision Statement:

The Health and Social care department will nurture every student through their journey to develop their resilience and independence, growing into well-rounded individuals to succeed in today's diverse society. Students will experience and study a vast range of Health and Social Care topic areas requiring them to demonstrate maturity and respect for others.

Strapline:

The 6 C's of Colton Care

Care, compassion, communication, courage, competence, commitment

Curriculum Story:

Students start the BTEC Tech award in Health and Social Care in Year 10, with three components which gives them a good basis to commence the Level 3 National Diploma in Health and Social Care. Many go on to study relevant topics at university or look to undertake apprenticeships in the healthcare sector.

Skills developed:

The curriculum looks at the reasons some individuals have a higher morbidity and mortality rate than others. To identify these reasons Btec H&SC looks at inequality and the complex explanations behind this, using independent research and case studies, examining current affairs, policies and practice, and using their evaluative skills to make a reasoned judgement.

Year 10: Human Lifespan Development and Care Values

<u>Topics</u>	<u>Why we teach this</u>	<u>Links to last topic</u>	<u>Links to future topics</u>	<u>Key skills developed</u>	<u>Cultural capital opportunities</u>	<u>Links to whole school curriculum</u>
Autumn 1 Life stages and PIES, factors affecting growth and development						
Human Lifespan Development	Look at areas of growth and development that contribute to the whole person including physical, intellectual, emotional and social. Examine how lifestyle choices impact an individual's health and wellbeing	n/a	Component 2 and 3. Forms the basis of understanding how everything affects us physically, intellectually, emotionally and socially	Developing quality written English	Practical experiences with real care babies Understand how individuals develop and the factors that affect growth and development	Social justice Cultural diversity Healthy living HPL - Enquiring
Autumn 2 Factors affecting growth and development and sources of support						
Human Lifespan Development	Examine the physical, social and economic factors that are part of everyone's life, such as relationships and consider the ways they may impact on areas of growth and development. Life events can have an important impact on growth and development and the different sources of support available	Examine how factors can affect our physical, intellectual, emotional and social. How expected and unexpected life events affect our PIES	Health and wellbeing examination - examines the factors which make individuals unwell such as drugs, alcohol and smoking	Looking at evidence, analytical writing to present an argument.	Practical experiences with real care babies Understand how individuals develop and the factors that affect growth and development	Social justice Healthy living Cultural diversity HPL – Concerned for society
Spring 1 Practice assessments tasks 1, 2, 3a, 3b						
Human Lifespan Development	Practice for assessments, tasks 1, 2, 3a & 3b		HWB examination in year 11	Practice assessments under exam conditions, RTE, redrafting		Social justice Healthy living Cultural diversity HPL - Practice
Spring 2 Assessments for Human Lifespan Development						
	Formal assessment for Human Lifespan Development tasks 1, 2, 3a and 3b		HWB examination in year 11	Looking at evidence, analytical writing to present an argument		Social justice Healthy living Cultural diversity

<u>Human Lifespan Development</u>						<u>HPL – Meta-cognition</u>
Summer 1 Different types of health and social care services and the barriers to accessing them						
<u>Health and Social Care Services and Values</u>	<u>Understand the different types of health and social care services (primary, secondary, tertiary). Explore barriers individuals may face accessing services and how they may be overcome</u>	<u>An in-depth look at what professional support is available to individuals with specific needs and how barriers can affect these services</u>	<u>H&WB examination – Support available and obstacles that affect our H&WB</u>	<u>Independent research Group work</u>	<u>Examine local services in the Wolverhampton area for people with specific needs</u>	<u>Cultural diversity Healthy living HPL – Flexible thinking</u>
Summer 2 Understand the skills, attributes and values required to give care						
<u>Health and Social Care Services and Values</u>	<u>What are the values, attributes and skills care workers require, and their benefits.</u>	<u>Analyses how care workers skills from either healthcare or social care can impact an individuals H&WB</u>	<u>H&WB examination – person-centred approaches to improving H&WB</u>	<u>Independent research</u>	<u>Careers and healthcare professions</u>	<u>Cultural diversity Healthy living HPL – Connection finding</u>

Year 11: Health & Wellbeing						
Topics	Why we teach this	Links to last topic	Links to future topics	Key skills developed	Cultural capital opportunities	Links to whole school curriculum
Autumn 1 Practice assessments for tasks 1-5						
Health and social care services and values	Practice assessments for tasks 1-5		<u>H&WB exam</u>	<u>Independent research</u> <u>Time management</u> <u>Practice assessments under timed conditions</u> <u>RTF, redrafting</u>		<u>Healthy living</u> <u>Civic responsibility</u> <u>Cultural diversity</u> <u>HPL - Practice</u>
Autumn 2 Assessments for H&SC Services and Values, tasks 1-5						
Health and social care services and values	<u>Formal assessments for H&SC Services & Values tasks 1-5</u>		<u>H&WB exam</u>	<u>Looking at evidence, analytical writing to present an argument</u>		<u>Healthy living</u> <u>Civic responsibility</u> <u>Cultural diversity</u> <u>HPL – Meta-cognition</u>
Spring 1 Person-centre health and wellbeing improvement plans						
Health and Wellbeing	<u>Factors that affect health and wellbeing, lifestyle choices</u>	<u>Covering all aspects of KS4 H&SC</u>	<u>KS5 National Diploma in H&SC – Unit 1 Human Lifespan Development</u>	<u>Independent research</u> <u>Time management</u>	<u>Examining the importance of lifestyle choices – smoking, alcohol, diet, drugs, safe sex, nutrition and exercise</u>	<u>Healthy living</u> <u>Civic responsibility</u> <u>Cultural diversity</u> <u>HPL – Concerned for society</u>
Spring 2 [Insert focus of the term here – no more than one line]						
Health and Wellbeing	<u>Interpreting health data and a person-centred approach to improving health and wellbeing</u>	<u>Covering all aspects of KS4 H&SC</u>	<u>KS5 National Diploma in H&SC – Unit 1 Human Lifespan Development</u>	<u>Communication skills</u> <u>Group work</u>	<u>Careers and healthcare professions</u>	<u>Cultural diversity</u> <u>Healthy living</u> <u>HPL – Connection finding</u>
Summer 1 [Insert focus of the term here – no more than one line]						
Health & Wellbeing	<u>Revision for H&WB exam</u>			<u>Exam revision</u> <u>Exam practice</u> <u>Redrafting</u>		<u>Cultural diversity</u> <u>Healthy living</u> <u>HPL - Practice</u>

Year 12: [Insert title of the year here – no more than six words]

[Brief summary of the overall focus here – no more than one line]

<u>Topics</u>	<u>Why we teach this</u>	<u>Links to last topic</u>	<u>Links to future topics</u>	<u>Key skills developed</u>	<u>Cultural capital opportunities</u>	<u>Links to whole school curriculum</u>
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Autumn 1 [Insert focus of the term here – no more than one line]

Human Lifespan Development	<u>Human growth and development through the life stages</u>	<u>Level 2 H&SC – all 3 components, Human Lifespan Development, Care Values and Health & Wellbeing</u>	<u>How does nature/nurture affect our development?</u>	<u>Critical thinking skills</u> <u>Time management</u>	<u>Practical experiences with real care babies</u>	<u>Social justice</u> <u>Healthy living</u> <u>HPL -Practice</u>
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Autumn 2 [Insert focus of the term here – no more than one line]

Human Lifespan Development	<u>Factors affecting human growth and development and the effects of ageing</u>	<u>Genetic predispositions to diseases, environmental, social and economic factors that affect development</u>	<u>How lifestyle choices affect our health and wellbeing, and the effects of social and physical changes</u>	<u>Critical thinking skills</u> <u>Time management</u>	<u>Practical experiences with real care babies</u>	<u>Social justice</u> <u>Healthy living</u> <u>HPL -Practice</u>
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Spring 1 [Insert focus of the term here – no more than one line]

Meeting individual care and support needs	<u>Examine principles, values and skills which underpin meeting the care and support needs of individuals.</u>	<u>The skills of professionals who care for individuals with special needs or vulnerability</u>	<u>Promoting equality and diversity within H&SC – a thread throughout H&SC</u>	<u>Evaluating a H&SC case study and forming a contextual argument</u> <u>Extended writing</u>	<u>Current affairs in health and social care</u>	<u>Civic responsibility</u> <u>Cultural diversity</u> <u>HPL -Intellectual confidence</u>
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Spring 2 [Insert focus of the term here – no more than one line]

Meeting individual care and support needs	<u>Examine the ethical issues involved when providing care</u>	<u>Conflicts of interest in H&SC</u>	<u>How legislation and policies protect against poor practice</u>	<u>Evaluating a H&SC case study and forming a contextual argument</u> <u>Extended writing</u>	<u>Guest speakers</u> <u>Ethical principles</u>	<u>Civic responsibility</u> <u>Cultural diversity</u> <u>HPL – Flexible thinking</u>
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Summer 1 [Insert focus of the term here – no more than one line]						
<u>Meeting individual care and support needs</u>	<u>Investigate the principles behind enabling individuals with care and support needs to overcome challenges.</u>	<u>Strategies and communication techniques used for individuals with different challenges</u>	<u>Examine how different legislation protects the health and wellbeing of individuals within H&SC</u>	<u>Evaluating a H&SC case study and forming a contextual argument</u> <u>Extended writing</u>	<u>Current affairs within health and social care</u>	<u>Civic responsibility</u> <u>Cultural diversity</u> <u>HPL - Enquiring</u>
Summer 2 [Insert focus of the term here – no more than one line]						
<u>Meeting individual care and support needs</u>	<u>Investigate the roles of professionals and how they work together to provide the care and support</u>	<u>How professionals work together as part of a multi-disciplinary team to meet the needs of individuals with specific needs</u>	<u>Managing information between professionals effectively and legally</u>	<u>Evaluating a H&SC case study and forming a contextual argument</u> <u>Extended writing</u>	<u>Current affairs within health and social care</u>	<u>Civic responsibility</u> <u>Cultural diversity</u> <u>HPL – Flexible thinking</u>

Year 13: [Insert title of the year here – no more than six words]

[Brief summary of the overall focus here – no more than one line]

Topics	Why we teach this	Links to last topic	Links to future topics	Key skills developed	Cultural capital opportunities	Links to whole school curriculum
Autumn 1 [Insert focus of the term here – no more than one line]						
Working in H&SC	<u>The roles and responsibilities of people who work in the health and social care sector</u>	<u>Promoting the rights, choices and wellbeing of individuals who use H&SC services</u>	<u>Ensuring safety in H&SC settings</u>	<u>Critical thinking skills</u> <u>Time management</u> <u>Exam practice</u>	<u>Careers and healthcare professions</u> <u>Current affairs</u>	<u>Civic responsibility</u> <u>Social justice</u> <u>HPL - Practice</u>
Autumn 2 [Insert focus of the term here – no more than one line]						
Working in H&SC	<u>The roles of organisations in the health and social care sector, working with people with specific needs in the health and social care sector</u>	<u>Responsibilities of organisations towards people who work in H&SC settings</u>	<u>Working with people with specific needs in the H&SC sector</u>	<u>Critical thinking skills</u> <u>Time management</u> <u>Exam practice</u> <u>Redrafting</u>	<u>Careers and healthcare professions</u> <u>Current affairs</u>	<u>Civic responsibility</u> <u>Social justice</u> <u>HPL - Practice</u>
Spring 1 [Insert focus of the term here – no more than one line]						
Physiological disorders and their care	<u>Investigate the causes and effects of physiological disorders. Examine the investigation and diagnosis of physiological disorders</u>	<u>Types of physiological disorders and effects on body systems and functions</u>	<u>Investigative procedures that may be undertaken when diagnosing physiological disorders</u>	<u>Independent research</u>	<u>Practical experiences using mannikin (CPR)</u>	<u>Cultural diversity</u> <u>Human biology</u> <u>HPL – Concerned for society</u>
Spring 2 [Insert focus of the term here – no more than one line]						
Physiological disorders and their care	<u>Examine treatment and support for service users with physiological disorders.</u>	<u>Treatments and professionals involved in the care and support of individuals with physiological disorders</u>	<u>Different types of care settings for individuals with physiological disorders</u>	<u>Independent research</u>	<u>Visit to local residential care home</u>	<u>Cultural diversity</u> <u>Human biology</u> <u>HPL -</u>
Summer 1 [Insert focus of the term here – no more than one line]						

<p><u>Physiological disorders and their care</u></p>	<p><u>Develop a treatment plan for service users with physiological disorders to meet their needs</u></p>	<p><u>Care methods and strategies for individuals with physiological disorders</u></p>	<p><u>Independent work in preparation for university</u></p>	<p><u>Independent research</u></p>	<p><u>Understanding the importance of self-care including BMI, healthy diet and exercise, BP and temperature checks</u></p>	<p><u>Cultural diversity</u> <u>Human biology</u> <u>HPL – Meta-cognition</u></p>
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