

## 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>
<b>Autumn 1</b> Life stages and PIES, factors affecting growth and development						
<b>Human Lifespan Development</b>	<u>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</u>	n/a	<u>Component 2 and 3. Forms the basis of understanding how everything affects us physically, intellectually, emotionally and socially</u>	<u>Developing quality written English</u>	<u>Practical experiences with real care babies Understand how individuals develop and the factors that affect growth and development</u>	<u>Social justice Cultural diversity Healthy living HPL - Enquiring</u>
<b>Autumn 2</b> Factors affecting growth and development and sources of support						
<b>Human Lifespan Development</b>	<u>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</u>	<u>Examine how factors can affect our physical, intellectual, emotional and social. How expected and unexpected life events affect our PIES</u>	<u>Health and wellbeing examination - examines the factors which make individuals unwell such as drugs, alcohol and smoking</u>	<u>Looking at evidence, analytical writing to present an argument.</u>	<u>Practical experiences with real care babies Understand how individuals develop and the factors that affect growth and development</u>	<u>Social justice Healthy living Cultural diversity HPL – Concerned for society</u>
<b>Spring 1</b> Practice assessments tasks 1, 2, 3a, 3b						
<b>Human Lifespan Development</b>	<u>Practice for assessments, tasks 1, 2, 3a &amp; 3b</u>		<u>HWB examination in year 11</u>	<u>Practice assessments under exam conditions, RTE, redrafting</u>		<u>Social justice Healthy living Cultural diversity HPL - Practice</u>
<b>Spring 2</b> Assessments for Human Lifespan Development						
<b>Human Lifespan Development</b>	<u>Formal assessment for Human Lifespan Development tasks 1, 2, 3a and 3b</u>		<u>HWB examination in year 11</u>	<u>Looking at evidence, analytical writing to present an argument</u>		<u>Social justice Healthy living Cultural diversity</u>

						<u>HPL – Meta-cognition</u>
<b>Summer 1</b> Different types of health and social care services and the barriers to accessing them						
<b><u>Health and Social Care Services and Values</u></b>	<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&amp;WB examination – Support available and obstacles that affect our H&amp;WB</u>	<u>Independent research</u> <u>Group work</u>	<u>Examine local services in the Wolverhampton area for people with specific needs</u>	<u>Cultural diversity</u> <u>Healthy living</u> <u>HPL – Flexible thinking</u>
<b>Summer 2</b> Understand the skills, attributes and values required to give care						
<b><u>Health and Social Care Services and Values</u></b>	<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&amp;WB</u>	<u>H&amp;WB examination – person-centred approaches to improving H&amp;WB</u>	<u>Independent research</u>	<u>Careers and healthcare professions</u>	<u>Cultural diversity</u> <u>Healthy living</u> <u>HPL – Connection finding</u>

<b>Year 11: Health &amp; Wellbeing</b>						
<b>Topics</b>	<b>Why we teach this</b>	<b>Links to last topic</b>	<b>Links to future topics</b>	<b>Key skills developed</b>	<b>Cultural capital opportunities</b>	<b>Links to whole school curriculum</b>
<b>Autumn 1</b> Practice assessments for tasks 1-5						
<b>Health and social care services and values</b>	Practice assessments for tasks 1-5		<u>H&amp;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>
<b>Autumn 2</b> Assessments for H&SC Services and Values, tasks 1-5						
<b>Health and social care services and values</b>	<u>Formal assessments for H&amp;SC Services &amp; Values tasks 1-5</u>		<u>H&amp;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>
<b>Spring 1</b> Factors that affect health and wellbeing						
<b>Health and Wellbeing</b>	<u>Factors that affect health and wellbeing, lifestyle choices</u>	<u>Covering all aspects of KS4 H&amp;SC</u>	<u>KS5 National Diploma in H&amp;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>
<b>Spring 2</b> Interpreting health indicators						
<b>Health and Wellbeing</b>	<u>Interpreting health data and a person-centred approach to improving health and wellbeing</u>	<u>Covering all aspects of KS4 H&amp;SC</u>	<u>KS5 National Diploma in H&amp;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>
<b>Summer 1</b> Person-centred approaches to improving health and wellbeing						
<b>Health &amp; Wellbeing</b>	<u>The benefits of a person-centred approach and the barriers to accessing services</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: BTEC National extended certificate in Health & Social Care**

Understanding human lifespan development and the different biological, psychological and sociological theories associated with human lifespan development  
Understand the the principles and practicalities that are the foundation of all the care disciplines

<b>Topics</b>	<b>Why we teach this</b>	<b>Links to last topic</b>	<b>Links to future topics</b>	<b>Key skills developed</b>	<b>Cultural capital opportunities</b>	<b>Links to whole school curriculum</b>
<b>Autumn 1</b> Human growth and development through the life stages						
<b>Human Lifespan Development</b>	<u>Human growth and development through the life stages</u>	<u>Level 2 H&amp;SC – all 3 components, Human Lifespan Development, Care Values and Health &amp; 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>
<b>Autumn 2</b> Factors affecting human growth and development						
<b>Human Lifespan Development</b>	<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>
<b>Spring 1</b> Examine principles, values and skills which underpin meeting the care and support needs of individuals						
<b>Meeting individual care and support needs</b>	<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&amp;SC – a thread throughout H&amp;SC</u>	<u>Evaluating a H&amp;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>
<b>Spring 2</b> Examine the ethical issues involved when providing care						
<b>Meeting individual</b>	<u>Examine the ethical issues involved when providing care</u>	<u>Conflicts of interest in H&amp;SC</u>	<u>How legislation and policies protect against poor practice</u>	<u>Evaluating a H&amp;SC case study and forming a contextual argument</u>	<u>Guest speakers</u> <u>Ethical principles</u>	<u>Civic responsibility</u> <u>Cultural diversity</u> <u>HPL – Flexible thinking</u>

<u>care and support needs</u>				<u>Extended writing</u>		
<b>Summer 1</b> Investigate the principles behind enabling individuals with care and support needs to overcome challenges						
<b>Meeting individual care and support needs</b>	<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&amp;SC</u>	<u>Evaluating a H&amp;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>
<b>Summer 2</b> Investigate the roles of professionals and how they work together to provide the care and support						
<b>Meeting individual care and support needs</b>	<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&amp;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: BTEC National Extended Certificate in H&SC

Roles and responsibilities of H&SC practitioners and organisations they work for.  
Explore different types of physiological disorders, the diagnostic tests used and treatment options.

<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>
<b>Autumn 1</b> The roles and responsibilities of people who work in the H&SC sector						
<b><u>Working in H&amp;SC</u></b>	<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&amp;SC services</u>	<u>Ensuring safety in H&amp;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>
<b>Autumn 2</b> The roles of organisations in the health and social care sector						
<b><u>Working in H&amp;SC</u></b>	<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&amp;SC settings</u>	<u>Working with people with specific needs in the H&amp;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>
<b>Spring 1</b> Investigate the cause and effects of physiological disorders						
<b><u>Physiological disorders and their care</u></b>	<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>
<b>Spring 2</b> Examine treatment and support for service users with physiological disorders						
<b><u>Physiological disorders and their care</u></b>	<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** Develop a treatment plan for service users with physiological disorders to meet their needs

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