



Year 10 Health and Social Care Curriculum Overview

The Year 10 Health & Social Care curriculum is designed to give students an introduction to the how individuals grow and develop across the life stages and the different health and social care services available and the skills and values that are required to work in the setting. Students will completed one and a half components throughout Yr 10 and have five Health and Social Care lessons per fortnight. Each task is completed in a booklet where students can use this for their assessed written work. Each of the two written components makes up 30% of the course. Component one, Human Lifespan Development, is comprised of four tasks which look at the life stages of infancy, early childhood, adolescence, early adulthood, middle adulthood and later adulthood and how they develop Physically, Intellectually, Emotionally and Socially. Students will look at a wide variety of factors and life events that can have an impact on growth and development, considering both the positive and negative impacts. Finally students will look at the character traits that help manage with life events and the different types of support available. Component two, Health and Social Care Services and Values, is comprised of five tasks. The first four tasks will be explored in Yr 10 which look at the Health and Social Care services individuals may need to access based on different health conditions. They will also explore the barriers that individuals may face when trying to access theses services. The personal skills we strive for students to develop is their empathy skills by trying to imagine what it is like to be in the shoes of someone more vulnerable than themselves and be able to communicate effectively with them. Furthermore we want students to develop not only knowledge that is transferrable to sector but also effective communication and interpersonal skills to work with individuals that use these sections. The academic skills students develop is to be able to write coherently, sensitively and logically. They will work towards producing comprehensive applications of knowledge and understanding of the tasks studied to case studies. The will also develop the skills to be able to provide detailed accounts of knowledge with well-developed and accurate links to the case studies.

Length of Time	Outline:	Assessment/Teacher Feedback Opportunities:	Homework and Literacy resources:
Autumn 1	<p>Component 1: Task 1: Human growth and development across life stages</p> <p>This topic develops students' knowledge on how people grow and develop through their lives. They will explore different aspects of growth and development across the life stages using the physical, intellectual, emotional and social (PIES) classification.</p>	<p>Students complete a 12 mark assessment. The assignment is 1 hour, where students can use their class notes from their booklets to support and note from the previous revision lesson.</p> <p><i>The assignment task:</i></p> <p>Students produce a report on the physical, intellectual, emotional and social (PIES) growth and development that occurs in the life stages of early childhood and early adulthood.</p>	<p>Homework: Task 1:</p> <ul style="list-style-type: none"> Students design a toy that supports the physical developments needs of infants and write a paragraph considering how the intellectual, emotional and social development would also be supported by the design of the toy. <p>Optional homework & literacy resources:</p> <p>Reading list:</p> <ul style="list-style-type: none"> Understand Child Development. Carolyn Meggitt. <p>Documentaries:</p> <ul style="list-style-type: none"> Babies. First Steps.(Youtube) https://www.youtube.com/watch?v=p1otGt99ReC

		<p>Students report must include:</p> <ul style="list-style-type: none"> • how an individual's PIES characteristics grow and develop through two life stages. • how the PIES characteristics change between two life stages. 	<ul style="list-style-type: none"> • Babies. First Words. (Youtube) https://www.youtube.com/watch?v=BFtbXwnBRg8
Autumn 2	<p>Component 1: Task 2: Factors affecting growth and development</p> <p>This topic develops students' knowledge on the different factors that can affect an individual's growth and development and how the different factors impact on different aspects of growth and development.</p>	<p>Students complete a 12 mark assessment. The assignment is 1 hour, where students can use their class notes from their booklets to support and note from the previous revision lesson.</p> <p><i>The assignment task:</i></p> <p>Students produce a report on how specific factors can affect the PIES growth and development of individuals in the life stages of early childhood and early adulthood. Students report must include:</p> <ul style="list-style-type: none"> • how two factors impact the PIES growth and development of individuals across two life stages • the reasons why there is a difference in the impact of the factors between the given life stages. 	<p>Homework: Task 2:</p> <ul style="list-style-type: none"> • Students research a celebrity of their choice (x3 have also been provided to support) and consider the factors that might have impacted their developments and describe how their physical, intellectual, emotional and social development have been impacted. <p>Optional homework & literacy resources:</p> <p>Reading list:</p> <ul style="list-style-type: none"> • The Health Gap. The Challenge of an Unequal world. Micheal Marmot. <p>Documentaries:</p> <ul style="list-style-type: none"> • Reclaiming Amy. (BBC Iplayer)- https://www.bbc.co.uk/iplayer/episode/m000y2xd/reclaiming-amy • Louis Theroux: Dark States. Heroin Town. (BBC)- https://www.bbc.co.uk/programmes/b0991fsb
Spring 1	<p>Component 1: Task 3a: Different types of life events</p> <p>This topic develops students' knowledge on the life events that occur in an individual's life and explore the different events that can impact on people's development. Wider experiences- careers links-</p>	<p>Students complete a 12 mark assessment. The assignment is 1 hour, where students can use their class notes from their booklets to support and note from the previous revision lesson.</p>	<p>Homework: Task 3a:</p> <ul style="list-style-type: none"> • Students select one of the life events they have studied for task 3a and describe how an individual can be impacted both positively and negatively physical, intellectually, emotionally and socially. Students can select the format of

	<p>students introduced to the role of a Health Promotion Specialist and how the study of Health and Social Care can lead to future career paths.</p> <p>Component 1: Task 3b: Coping with change caused by life events</p> <p>This topic develops students' knowledge of how individuals can adapt or be supported through changes caused by life events. The topic will explore how people may react differently to the same type of event.</p>	<p><i>The assignment task:</i></p> <p>Students will be presented with two case studies. Students produce a report that considers how each of their life events has impacted on their growth and development physically, intellectually, emotionally and socially.</p> <p>Students complete a second 12 mark assessment. The assignment is 1 hour, where students can use their class notes from their booklets to support and note from the previous revision lesson.</p> <p><i>The assignment task:</i></p> <p>Students produce a report on how the one of the two case studies provided for task 3a have adapted to life events. Students report must include:</p> <ul style="list-style-type: none"> • the different sources and types of support one of the case studies accessed to adapt to their life events • the character traits that influenced how one of the case studies coped with their life events • a comparison of the ways that one of the case studies adapted to their life events and the role that support played 	<p>how to present their homework: mind map, powerpoint, written summary for example.</p> <p>Homework: Task 3b:</p> <ul style="list-style-type: none"> • Students research either their local council, a community or religious group or voluntary organisation. Students will explain who they are and the types of support they provide and how the support can help individuals cope with an event or circumstance. Students can select the format of how to present their homework: powerpoint, word document, poster, written summary for example. <p>Optional homework & literacy resources:</p> <p>Reading list:</p> <ul style="list-style-type: none"> • The stars beneath our feet. David Barclay Moore. • My Sisters Keeper. Jodi Picoult. • The Fault in Our Stars. John Green. <p>Documentaries:</p> <ul style="list-style-type: none"> • Marriage Story. (Netflix)- https://www.netflix.com/title/80223779
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Spring 2	<p>Component 1- Assessment of 4 Tasks Students complete 4 tasks over 6 hours throughout lesson time. Students will complete a revision session prior to the completion of the four tasks the exam.</p> <p>The exam board will release the <i>specifics</i> to complete all the written tasks including: Task 1- The two life stages Task 2- The two factors that have impacted life stages. Task 3a- The two case studies and life events. Task 3b- The sources of support and the character traits of the case students.</p>	<p>Tasks to be completed across 6 hours: <i>The assignment task 1:</i> Students produce a report on the physical, intellectual, emotional and social (PIES) growth and development that occurs in the life stages of early childhood and early adulthood. Students report must include: <ul style="list-style-type: none"> ● how an individual's PIES characteristics grow and develop through two life stages. ● how the PIES characteristics change between two life stages. </p> <p><i>The assignment task 2:</i> Students produce a report on how specific factors can affect the PIES growth and development of individuals in the life stages of early childhood and early adulthood. Students report must include: <ul style="list-style-type: none"> ● how two factors impact the PIES growth and development of individuals across two life stages ● the reasons why there is a difference in the impact of the </p>	<p>Homework:</p> <ul style="list-style-type: none"> ● Each Wednesday after school students have the opportunity to attend to complete additional work for each of their assessments- they have 6 hours in lesson time, however the opportunity to complete further work on their assessments outside of lessons.

		<p>factors between the given life stages.</p> <p><i>The assignment task 3:</i> Students produce a report on how specific factors can affect the PIES growth and development of individuals in the life stages of early childhood and early adulthood. Students report must include:</p> <ul style="list-style-type: none"> • how two factors impact the PIES growth and development of individuals across two life stages • the reasons why there is a difference in the impact of the factors between the given life stages. <p><i>The assignment task 4:</i> Students produce a report on how the two case studies provided for task 3a have adapted to life events. Students report must include:</p> <ul style="list-style-type: none"> • the different sources and types of support the case studies accessed to adapt to their life events • the character traits that influenced how one of the case studies coped with their life events • a comparison of the ways the case studies adapted to their life events and the role that support played 	
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Summer 1	<p>Component 2: Task 1 This task develops student's knowledge of a range of healthcare conditions and how they can be managed by the individual and the different healthcare services that are available. This includes conditions such as arthritis, dementia and cardiovascular conditions and the healthcare providers include primary, secondary, allied health professionals and how these work together across multidisciplinary teams. Wider experiences-careers links- students introduced to the role of a Paramedic and how the study of Health and Social Care can lead to future career paths.</p> <p>Component 2: Task 2 This task develops student's knowledge of a range of social care needs and how these can be met by the social care services that are available. This includes social care (help with day-to-day living because of illness, vulnerability or disability) and social care services for children, young people and older people and how additional care also helps with their needs.</p>	<p>Students complete a 12 mark assessment. The assignment is 1 hour, where students can use their class notes from their booklets to support and notes from the previous revision lesson.</p> <p><i>The assignment task:</i> Students will need to show how health care services work together to meet the needs of an individual with specific needs. Their report must include, how primary health care services could meet the specific health care needs of the specified individual, how secondary health care services could meet the specific health care needs of the specified individual and how the primary and secondary care services could work together to meet the specific needs of the specified individual.</p> <p>Students complete a second 12 mark assessment. The assignment is 1 hour, where students can use their</p>	<p>Homework: Task 1</p> <ul style="list-style-type: none"> ● Students need to pick one of the health conditions we have explored in class and produce an information leaflet for someone recently diagnosed with the condition. It should also be aimed at the family and friends of the person recently diagnosed. <p>The leaflet should contain a combination of images and written text (this can be done by hand or on a computer) and should also include the following:</p> <ol style="list-style-type: none"> 1. <i>Causes of the condition</i> 2. <i>Symptoms – what to look out for</i> 3. <i>Treatment including any new treatments</i> 4. <i>Sources of support</i> 5. <i>The impact on the person and their family (PIES)</i> <p>Homework: Task 2:</p> <ul style="list-style-type: none"> ● Student's need to pick one life stage and research a local service or organisation and explain who the service is for, what they offer and how they might help. <p><u><i>Social care services</i></u></p> <ul style="list-style-type: none"> - For children and young children - For young adults - For older adults - Voluntary services

		<p>class notes from their booklets to support and notes from the previous revision lesson.</p> <p>The Assignment task: Students will need to show how social care services meet the needs of an individual. They will produce a report which will show</p> <ol style="list-style-type: none"> 1. How social care services could meet the specific needs of the specified individual 2. How voluntary care services could meet the specific needs of the specified individual 3. How informal care options could meet the specific needs of the specified individual. 	<p>- Additional services – charities – local, not national.</p> <p>Student's should show their research in a creative format – powerpoint slides, written report, leaflet, poster (or an alternative!) and use their own words as much as possible. They could choose a local care home, a residential home for older adults or for children or a local domiciliary care provider.</p> <p>Optional homework & literacy resources: Reading list:</p> <ul style="list-style-type: none"> • This is going to hurt – Adam Kay • How to live when you could be dead – Deborah James <p>Documentaries:</p> <ul style="list-style-type: none"> • Surgeons – 'At the edge of Life' – BBC iplayer https://www.bbc.co.uk/programmes/b09m60sk • Ambulance – BBC iplayer https://www.bbc.co.uk/programmes/b09393rd • 'Kids' – Documentary following kids in care – Channel 4 on demand. https://www.channel4.com/programmes/kids
Summer 2	<p>Component 2: Task 3 This task develops student's knowledge of the barriers that can make it difficult to use health and social care services and suggest how these barriers can be overcome. Students will know the definition of barriers: something unique to the health and social care system that prevents an individual to</p>	<p>Students complete a 12 mark assessment. The assignment is 1 hour, where students can use their class notes from their booklets to support and notes from the previous revision lesson.</p>	<p>Homework: Task 3:</p> <ul style="list-style-type: none"> • Student's need to research how much health and social care services will cost Josephine in total over the next month by reading the information below. <p>Josephine is 30 years old. She needs to pay for NHS dental and sight tests. She made an appointment for</p>

	<p>access a service. They will also know the types of barrier and how they can be overcome by the service providers or users.</p> <p>Component 2: Task 4 This task develops the skills and attributes that are required when delivering care including skills such as problem solving and dealing with difficult situations. Students will also know the values that are required when planning and delivering care, referred to as the '6 Cs.'</p>	<p>The Assignment Task: Students will need to show the barriers an individual could face when accessing services in health or social care and provide suggestions of how these could be overcome. The report will be based on a case study and must include:</p> <ol style="list-style-type: none"> 1. The barriers the specified individual may face when accessing the services 2. For each barrier, make realistic suggestions for how the health or social care services could minimise or remove the barrier 3. Provide justifications to support each suggestion <p>Students complete a 12 mark assessment. The assignment is 1.5 hours, where students can use their class notes from their booklets to support and notes from the previous revision lesson.</p> <p>The Assignment Task: Students will need to show how health care professionals</p>	<p>both. Her first appointment is at the dentist. She needs to have one filling. The next day Josephine has her sight test. She needs to wear glasses. Josephine's mum is in later adulthood and has received a recent diagnosis of dementia. As she lives by herself, Josephine decides it is in her Mum's best interest to go to a residential care home. Student's will need to produce an information sheet informing Josephine of how much it will cost her for a month – questions are available to answer and provide structure for students.</p> <p>Homework: Task 4:</p> <ul style="list-style-type: none"> • Students need to read a case study they have been given. Reflecting on the four skills and the four attributes they have covered in lessons, they need to identify and explain the different skills and attributes that would be needed for the case study and why. <p>Optional homework & literacy resources: Reading list:</p> <ul style="list-style-type: none"> • Courage to Care – Christie Watson • The Language of Kindness – Christie Watson <p>Documentaries:</p> <ul style="list-style-type: none"> • One born every minute, Channel 4 https://www.youtube.com/channel/UC1fNF6dVfI-lzdwk-Gk-I-5A • Super Surgeons – A Chance at Life – Channel 4 https://www.channel4.com/programmes/super-surgeons-a-chance-at-life • Panorama 'Undercover hospital – patients at risk.'
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