

Health and Social Care Curriculum Overview – Year 11

Sequencing of topics	What knowledge will students develop? (Including key terminology)	What skills will students develop? (Including literacy & numeracy)	Assessment opportunities	Homework opportunities	Personal development (Ursuline Values, Catholic Social Teaching, Cultural Capital, Cross-curricular, Careers)	Curriculum links
Autumn Term 1						
<p>EXAM COMPONENT</p> <p>COMPONENT 3 – HEALTH AND WELLBEING</p> <p>A - Factors that affect health and wellbeing</p>	<p>A1 - Factors affecting health and wellbeing</p> <ol style="list-style-type: none"> 1. Definition of health and wellbeing 2. Physical factors <ul style="list-style-type: none"> ○ Inherited conditions ○ Physical health ○ Mental health etc. 3. Lifestyle factors <ul style="list-style-type: none"> ○ Nutrition ○ Physical activity ○ Smoking ○ Alcohol and substance abuse etc. 4. Social factors <ul style="list-style-type: none"> ○ Relationships ○ Bullying etc. 5. Cultural factors <ul style="list-style-type: none"> ○ Religion ○ Gender roles and identity etc. 6. Economic factors <ul style="list-style-type: none"> ○ Financial resources etc. 7. Environmental factors <ul style="list-style-type: none"> ○ Pollution, noise etc. 	<ul style="list-style-type: none"> • Critical thinking • Analytical reasoning • Understanding the interrelated nature of the factors that affect health and wellbeing • Interpersonal skills • The ability to apply theoretical concepts to real-life situations • Problem solving 	<ul style="list-style-type: none"> • AFL • Targeted questioning • Case studies • End of topic assessment 	<ul style="list-style-type: none"> • Practice exam questions • Research tasks • Case studies • Worksheets 	<ul style="list-style-type: none"> • Listening and attentive: Demonstrate attentiveness to understand the multifaceted nature of individual experiences • Loving and compassionate: Demonstrate compassion when exploring ailments individuals may experience • United in Harmony: Standing together regardless of differences and embracing our diversity • Dignity of God's people • Solidarity • Care for creation • Physical • Social • Biology 	<p>KS4</p> <ul style="list-style-type: none"> • Unit 1: Human Lifespan Development • Unit 2: Health and Social Care Services and Values <p>KS5</p> <ul style="list-style-type: none"> • Unit 1: Human Lifespan Development • Unit 2: Working in Health and Social Care • Unit 14: Physiological Disorders

	8. Impact of different life events on health and wellbeing <ul style="list-style-type: none"> ○ Life circumstances ○ Relationship changes etc. 				<ul style="list-style-type: none"> ● Psychology ● Sociology ● Nurse ● Health Educator ● Social Worker ● Community Health Advocate 	
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Autumn term 2						
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<p>EXAM COMPONENT</p> <p>COMPONENT 3 – HEALTH AND WELLBEING</p> <p>B - Interpreting health indicators</p>	<p>B1- Physiological indicators</p> <ol style="list-style-type: none"> 1. Interpretation of physiological data <ul style="list-style-type: none"> ○ Heart Rate ○ Blood Pressure ○ Body Mass Index 2. The potential significance of abnormal readings <p>B2 - Lifestyle indicators</p> <ol style="list-style-type: none"> 1. Interpretation of lifestyle data <ul style="list-style-type: none"> ○ Nutrition ○ Physical Activity ○ Smoking ○ Alcohol ○ Substance Abuse 	<ul style="list-style-type: none"> ● Data analysis ● Critical analysis ● Communication skills ● Awareness of the impact lifestyle factors of physiological functioning ● The ability to apply theoretical concepts to real-life situations 	<ul style="list-style-type: none"> ● AFL ● Targeted questioning ● Case studies ● End of topic assessment 	<ul style="list-style-type: none"> ● Practice exam questions ● Research tasks ● Case studies ● Worksheets 	<ul style="list-style-type: none"> ● Courageous and resilient: Demonstrate courage when exploring the impact abnormal readings may have ● Acting with Truth and Integrity: Prioritise accurate interpretation, promoting transparency in communicating findings to individuals. ● Dignity of God’s people ● Care for Creation ● Physical ● Social ● Mathematics ● Psychology ● Science ● Medical laboratory scientist ● Health data analyst ● Wellness coach 	<p>KS4</p> <ul style="list-style-type: none"> ● Unit 1: Human Lifespan Development ● Unit 2: Health and Social Care Services and Values <p>KS5</p> <ul style="list-style-type: none"> ● Unit 1: Human Lifespan Development ● Unit 2: Working in Health and Social Care ● Unit 14: Physiological Disorders
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Spring term 1

EXAM COMPONENT	C1 - Person-centred approach	<ul style="list-style-type: none">• Empathy• Recognising the importance of personal involvement in care• Collaborative Approaches• Ability to assess recommendations available to improve individual's health• The ability to apply theoretical concepts to real-life situations	<ul style="list-style-type: none">• AFL• Targeted questioning• Case studies• End of topic assessment	<ul style="list-style-type: none">• Practice exam questions• Research tasks• Case studies• Worksheets	<ul style="list-style-type: none">• Loving and compassionate: Recognising the importance of empathy, kindness, and respect when considering the individual's needs• Listening and Attentive: Paying attention to individuals' unique preferences and needs, fostering a supportive and empathetic environment• Solidarity• Community and Participation• Social• Spiritual• Psychology• Sociology• Patient Advocate• Health Coach• Social Worker	<p>KS4</p> <ul style="list-style-type: none">• Unit 1: Human Lifespan Development• Unit 2: Health and Social Care Services and Values <p>KS5</p> <ul style="list-style-type: none">• Unit 1: Human Lifespan Development• Unit 2: Working in Health and Social Care• Unit 14: Physiological Disorders
COMPONENT 3 – HEALTH AND WELLBEING	<ol style="list-style-type: none">1. The way a person-centred approach considers the individual.2. The importance of a person-centred approach for individuals3. The benefits of a person-centred approach for health and social care workers and services					
C - Person-centred approach to improving health and wellbeing	C2 - Recommendations and actions to improve health and wellbeing					
	<ol style="list-style-type: none">1. Established recommendations for helping to improve health and wellbeing					

	2. Support available when following recommendations					
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Spring term 2

<p>EXAM COMPONENT</p> <p>COMPONENT 3 – HEALTH AND WELLBEING</p> <p>C - Person-centred approach to improving health and wellbeing</p>	<p>C3 - Barriers and obstacles to following recommendations</p> <ol style="list-style-type: none"> 1. Definition of barriers 2. Potential barriers <ul style="list-style-type: none"> ○ Physical ○ Geographical ○ Financial ○ Resources of service provider etc. 3. Definition of obstacles 4. Potential obstacles <ul style="list-style-type: none"> ○ Emotional ○ Time constraints ○ Lack of support ○ Unachievable targets etc. 	<ul style="list-style-type: none"> • Problem Solving • Empathy • Advocacy • Understanding the challenges faced by individual's when accessing services • The ability to apply theoretical concepts to real-life situations • Critical analysis and evaluation 	<ul style="list-style-type: none"> • AFL • Targeted questioning • Case studies • End of topic assessment 	<ul style="list-style-type: none"> • Practice exam questions • Research tasks • Case studies • Worksheets 	<ul style="list-style-type: none"> • Courageous and resilient: Recognising and addressing barriers and obstacles, advocating for individuals' well-being • Leading for Justice: Addressing barriers that prevent individuals from equitable access to resources and support • Dignity of God's people • Solidarity • Social • Moral • Psychology • Biology • Sociology • Health Advocate • Health Policy Analyst • Social Worker 	<p>KS4</p> <ul style="list-style-type: none"> • Unit 1: Human Lifespan Development • Unit 2: Health and Social Care Services and Values <p>KS5</p> <ul style="list-style-type: none"> • Unit 1: Human Lifespan Development • Unit 2: Working in Health and Social Care • Unit 14: Physiological Disorders
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Summer Term 1

Revision and Exam Practice	The external exam for Unit 3 is written in May					
Summer Term 2						
Introduction to Year 13 content						