



Curriculum Statement

We believe students studying Health and Social Care deserve a curriculum that prepares them for career pathways in a variety of vocational areas, providing them with the knowledge and skills within health and social care that can be transferred into a variety of careers such as Nursing, Midwifery, Education, and Social Services. Through their four-year journey, students will learn about Human growth and development, as well as Health and social care services and their care values, using reflective practices and meeting individual needs. The aim of our curriculum is to produce young responsible individuals for future employment and further education in this field.

Health and social care at Yate Academy is fully inclusive and designed to support the learning of all students, irrespective of their individual needs. Essential life skills gained during the lessons equip students with the ability to improve their own health and wellbeing as well as that of those around them. It is therefore vital that it meets the needs of all members of our community.

The impact of our Health and Social Care Curriculum Learning Journey is defined through the accessibility students have to developing knowledge and the application of skills. This is determined through a number of our students moving on to pursue health and social care after life at Yate Academy. Our students follow a range of paths including the study of Level 3 Health and Social Care at Sixth Form. Students may go on to study different areas within health and social care at university, furthering onto careers such as Nursing, Midwifery, Paramedic Science, Teaching and Social Care.

	Year 10	Year 11
Term 1	<p>Component 1: Human Lifespan Development</p> <p>Learning outcome A: Understand human growth and development across life stages and the factors that affect it</p> <p>A1 Human growth and development across life stages (P, I, E, S)</p> <p>A2 Factors affecting growth and development</p>	<p>A Factors that affect health and wellbeing</p> <p>A1 Factors affecting health and wellbeing</p> <ul style="list-style-type: none"> ● Health & Well Being ● Physical, Lifestyle, Social, Cultural, Economic and Environmental factors that can have positive or negative effects on health and wellbeing ● The impact on physical, intellectual, emotional and social health and wellbeing of different types of life event

<p>Term 2</p>	<p>Component 1: Human Lifespan Development</p> <p>Learning outcome B: Understand how individuals deal with life events</p> <p>B1 Different types of life event</p> <p>B2 Coping with change caused by life events</p> <p>Comp 1 Deadline 15th December</p>	<p>A Factors that affect health and wellbeing</p> <p>A1 Factors affecting health and wellbeing</p> <ul style="list-style-type: none"> • The impact on physical, intellectual, emotional and social health and wellbeing of different types of life event <p>Comp 1 Resit December 15th</p>
<p>Term 3</p>	<p>COMPONENT 2: HEALTH AND SOCIAL CARE SERVICES AND VALUES</p> <p>Learning outcome A: Understand the different types of health and social care services and barriers to accessing them</p> <ul style="list-style-type: none"> • A1 Healthcare services • A2 Social care services • A3 Barriers to accessing services 	<p>B Interpreting health indicators</p> <p>B1 Physiological indicators</p> <ul style="list-style-type: none"> • Interpretation of physiological data according to published guidelines • The potential significance of abnormal readings • The impact on physical, intellectual, emotional and social health and wellbeing of different types of life event • Measuring Health Indicators BMI, Blood Pressure, RHR, RHR Recovery • Short & long Term risks of health indicators <p>B2 Lifestyle indicators</p> <ul style="list-style-type: none"> • Interpretation of lifestyle data according to published guidelines

<p>Term 4</p>	<p>COMPONENT 2: HEALTH AND SOCIAL CARE SERVICES AND VALUES</p> <p>Learning outcome B: Understand the skills, attributes and values required to give care</p> <ul style="list-style-type: none"> ● B1 Skills and attributes in health and social care ● B2 Values in health and social care ● 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>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>Term 5</p>	<p>Coursework Write Up</p> <p>Comp 2 Deadline 15th May</p> <p>Component 3: Health and Wellbeing</p> <p>(What did we teach in term 5)</p> <p>A Factors that affect health and wellbeing</p> <ul style="list-style-type: none"> ● A1 Factors affecting health and wellbeing ● Introduction to health and wellbeing ● Illness and disease 	
<p>Term 6</p>	<p>A Factors that affect health and wellbeing</p> <ul style="list-style-type: none"> ● A1 Factors affecting health and wellbeing ● Health and wellbeing and their factors 	

	Year 12	Year 13
Term 1	<p>Unit 1 Human Lifespan Exam Summer</p> <p><i>A Human growth and development through the life stages</i></p> <p>Unit 2 Working in Health and Social Care Exam Summer</p> <p><i>A1 The roles of people who work in health and social care settings</i></p> <p><i>A2 The responsibilities of people who work in health and social care settings</i></p> <p><i>A3 Specific responsibilities of people who work in health and social care settings</i></p> <p>Unit 5 coursework Meeting Individual needs in health and social</p> <p><i>A: Examine principles, values and skills which underpin meeting the care and support needs of individuals</i></p> <p>Unit 6 Work Experience in Health and Social Care</p> <p><i>A Examine principles, values and skills which underpin meeting the care and support needs of individuals</i></p> <p>Unit 7 Promoting safe Practice in Health and social coursework</p> <p><i>A: Examine how a duty of care contributes to safe practice in health and social care settings</i></p> <p><i>B: Understand how to recognise and respond to concerns about abuse and neglect in health and social care settings</i></p> <p>Unit 9 Infection Prevention and Control</p> <p><i>A - Understand the causes of infections and the transmission of infection</i></p>	<p>Unit 2 Working in Health and Social exam Jan</p> <p><i>A The roles and responsibilities of people who work in the health and social care sector</i></p> <p>Unit 5 Meeting Individual needs in health and social</p> <p><i>Learning aim D: Investigate the roles of professionals and how they work together to provide the care and support necessary to meet individual needs</i></p> <p>Unit 8 Promoting Public Health coursework</p> <p><i>Learning aim D: Investigate how health promotion encourages individuals to change their behaviour in relation to their own health</i></p>

	<p>Unit 19 Nutritional Health</p> <p><i>A -Understand concepts of nutritional health and characteristics of essential nutrients</i></p>	
<p>Term 2</p>	<p>Unit 1 Human Lifespan Exam</p> <p><i>B Factors affecting human growth and development</i></p> <p>Unit 2 Working in Health and Social Care Exam Summer</p> <p><i>A4 Multidisciplinary working in the health and social care sector</i></p> <p><i>A5 Monitoring the work of people in health and social care settings</i></p> <p><i>B1 The roles of organisations in providing health and social care services</i></p> <p>Unit 5 coursework Meeting Individual needs in health and social</p> <p><i>A: Examine principles, values and skills which underpin meeting the care and support needs of individuals#</i></p> <p>Unit 6 Work Experience in Health and Social Care</p> <p><i>B Examine the ethical issues involved when providing care and support to meet individual needs</i></p> <p>Unit 7 Promoting safe Practice in Health and social coursework</p> <p><i>C: Investigate the influence of health and safety legislation and policies in health and social care settings.</i></p> <p>Unit 9 Infection Prevention and Control</p> <p><i>A - Understand the causes of infections and the transmission of infection</i></p> <p>Unit 19 Nutritional Health</p> <p><i>A -Understand concepts of nutritional health and essential nutrients</i></p>	<p>Unit 2 Working in Health and Social exam</p> <p><i>B The roles of organisations in the health and social care sector</i></p> <p><i>C Working with people with specific needs in the health and social care sector</i></p> <p>Unit 4 exam Enquiries into current research</p> <p><i>A Types of issues where research is carried out in the health and social care sector</i></p> <p><i>B Research methods in health and social care</i></p> <p><i>C Carrying out and reviewing relevant secondary research into a contemporary health and social care issue</i></p>

<p>Term 3</p>	<p>Unit 1 Human Lifespan Exam</p> <p><i>B Factors affecting human growth and development</i></p> <p>Unit 2 Working in Health and Social Care Exam Summer</p> <p><i>B2 Issues that affect access to services</i></p> <p><i>B3 Ways organisations represent interests of service users</i></p> <p><i>B4 The roles of organisations that regulate and inspect health and social care services</i></p> <p>Unit 5 coursework Meeting Individual needs in health and social</p> <p><i>B: Examine the ethical issues involved when providing care and support to meet individual needs</i></p> <p>Unit 6 Work Experience in Health and Social Care</p> <p><i>B Examine the ethical issues involved when providing care and support to meet individual needs</i></p> <p>Unit 7 Promoting safe Practice in Health and social coursework</p> <p><i>D: Explore procedures to maintain health and safety and respond to accidents and emergencies in health and social care settings</i></p> <p>Unit 9 Infection Prevention and Control</p> <p><i>B-Explore how to prevent and control the transmission of infection in health and social care settings</i></p> <p>Unit 19 Nutritional Health</p> <p><i>B - Examine factors affecting dietary intake and nutritional health</i></p>	<p>Exams January Unit 2 and 4</p> <p>Resit Unit 1 exam (if needs be)</p> <p>Unit 2 working in health and social Exam</p> <p>Unit 12 supporting individuals with additional needs coursework</p> <p><i>Learning aim A: Examine reasons why individuals may experience additional needs</i></p> <p><i>Learning aim B: Examine how to overcome the challenges to daily living faced by people with additional needs</i></p> <p>Unit 4 Enquiries into current research Exam JAN</p> <p>Unit 8 Promoting Public Health Coursework</p> <p><i>Learning aim D: Investigate how health promotion encourages individuals to change their behaviour in relation to their own health</i></p>
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<p>Term 4</p>	<p>Unit 1 Human Lifespan Exam</p> <p><i>C Effects of ageing</i></p> <p>Unit 2 Working in Health and Social Care Exam Summer</p> <p><i>B5 Responsibilities of organisations towards people who work in health and social care settings</i></p> <p><i>C1 People with specific needs</i></p> <p><i>C2 Working practices</i></p> <p>Unit 5 coursework Meeting Individual needs in health and social</p> <p><i>B: Examine the ethical issues involved when providing care and support to meet individual needs</i></p> <p>Unit 6 Work Experience in Health and Social Care</p> <p><i>C Investigate the principles behind enabling individuals with care and support needs to overcome challenges</i></p> <p>Unit 9 Infection Prevention and Control</p> <p><i>B-Explore how to prevent and control the transmission of infection in health and social care settings</i></p> <p>Unit 19 Nutritional Health</p> <p><i>B - Examine factors affecting dietary intake and nutritional health</i></p>	<p>Unit 12 supporting individuals with additional needs coursework</p> <p><i>Learning aim B: Examine how to overcome the challenges to daily living faced by people with additional needs</i></p> <p><i>Learning aim C: Investigate current practice with respect to provision for individuals with additional needs</i></p> <p>Unit 8 Promoting Public Health Coursework</p> <p><i>Learning aim D: Investigate how health promotion encourages individuals to change their behaviour in relation to their own health</i></p> <p>Exam Content for unit 2 and 4 for those who need to resit</p>

<p>Term 5</p>	<p>Unit 1 Human Lifespan Exam - to be Sat in May & Unit 2 Working in Health and Social Care Exam Summer - to be Sat in May</p> <p>Unit 5 coursework Meeting Individual needs in health and social</p> <p><i>C: Investigate the principles behind enabling individuals with care and support needs to overcome challenges</i></p> <p>Unit 6 Work Experience in Health and Social Care</p> <p><i>Investigate the roles of professionals and how they work together to provide the care and support necessary to meet individual needs</i></p> <p>Unit 9 Infection Prevention and Control</p> <p><i>C-Explore how to prevent and control the transmission of infection in health and social care settings</i></p> <p>Unit 19 Nutritional Health</p> <p><i>C - Plan nutrition to improve individuals' nutritional health</i></p>	<p>Resit Exams Unit 2 and 4</p>
<p>Term 6</p>	<p>Unit 5 coursework Meeting Individual needs in health and social</p> <p><i>C: Investigate the principles behind enabling individuals with care and support needs to overcome challenges</i></p> <p>Unit 6 Work Experience in Health and Social Care</p> <p><i>C -Investigate the roles of professionals and how they work together to provide the care and support necessary to meet individual needs</i></p> <p>Unit 9 Infection Prevention and Control</p> <p><i>C-Explore how to prevent and control the transmission of infection in health and social care settings</i></p>	

Curriculum Impact - How do you know students know more and remember more as a result of your curriculum?

Yr10 & 11 Health and Social Care

Students who choose to take Health and Social Care in year 10 will learn an array of topics to help build their knowledge for future education in this field.

The curriculum covers human lifespan development, including physical, intellectual, emotional, and social growth, and the factors affecting it. Students also learn about health and social care services, their roles, and the barriers individuals face in accessing them. The course focuses on developing practical skills like communication, recognizing needs, time management, and organisation. It also emphasises the importance of care values like respect, dignity, and anti-discrimination.

In class, teaching is sequenced thematically following the assessment windows set out by the exam board: teaching for the first internally assessed component, exploring the factors of human life span development, will take place at the beginning of Year 10 with the assessment submitted at the end of Term 1. Following this unit, teaching on the second internally assessed component, Health and Social Care services and values, will take place with the work submitted at the end of Term 2. Work will then begin on the externally-assessed examination Component 3 which will be sat in the summer examination period in Year 11. Students will be encouraged to improve as effective and independent learners and as critical and reflective thinkers with curious and enquiring minds. As such, students are expected to undertake independent research of case studies, as well as identifying gaps in their knowledge and working to address the identified needs. As the first two components are assessed by means of an extended piece of coursework writing, assessment will take the form of questioning and formative assessment in order to ensure that students have a sound understanding of concepts being assessed. During the teaching of the externally-assessed component, students will tackle regular low-stakes knowledge tests to consolidate the learning which has taken place, as well as answering exam-style questions. They will have access to model answers and be given time scale guidance to help them develop their independent study.

Year 12 and 13 Health and Social Care

Students who study Health and social care in Year 12 and 13 will receive baseline assessments, establishing a baseline of students' knowledge at the beginning of a unit or course and tracking their progress throughout. This is completed through summer tasks and assessments all within September of joining the course. Regular assessments of implementing quizzes, tests to gauge recall within exam content lessons will be put throughout the two year course. All lessons will have retrieval practice built within so students are able to gauge and access all knowledge taught from their first unit given onwards.

All units within Year 12 and 13 all link to one another building students' knowledge across an array of topics.