

# KS4 Health Curriculum Plan 2017 -2019

BTEC Tech Level 1 /Level 2 Award in Health and Social Care – 5 lessons a fortnight over 2 years

Full details of the units:

<http://qualifications.pearson.com/en/qualifications/btec-tech-awards/health-and-social-care>.

Year 10/11	Component 1 - Internal Assessment Contents summary
<p><b>Understand human growth and development across life stages and the factors that affect it</b></p> <p><b>A1 Human growth and development across life-stages.</b></p>	<p>Learners will explore different aspects of growth and development across the life stages using the physical, intellectual, emotional and social (PIES) classification.</p> <p><b>Main life stages:</b> infants (birth to 2 years), early childhood (3–8 years) adolescence (9–18 years), early adulthood (19–45 years), middle adulthood (46–65 years), later adulthood (65+ years).</p> <p><b>PIES growth and development in the main life stages:</b></p> <p><b>physical growth</b> and development across the life stages, including gross and fine motor skills, growth patterns, primary and secondary sexual characteristics, menopause, loss of mobility, muscle tone/strength and skin elasticity</p> <p><b>intellectual/cognitive</b> development across the life stages, including language development, problem solving, abstract and creative thinking, development/loss of memory and recall.</p> <p><b>emotional development</b> across the life stages, including bonding and attachment, independence and self-esteem, security, contentment, self-image.</p> <p><b>social development</b> across the life stages, including the formation of relationships with others and the socialisation process.</p>
<p><b>A2 Factors affecting growth and development</b></p>	<p>Learners will explore the different factors that can affect an individual's growth and development. Different factors will impact on different aspects of growth and development.</p> <ul style="list-style-type: none"> <li>•<b>Physical factors</b>, to include: genetic inheritance, experience of illness and disease, diet and lifestyle choices, appearance.</li> <li>•<b>Social and cultural factors</b>, to include: culture, e.g. community involvement, religion, gender roles and expectations, educational experiences, the influence of role models , the influence of social isolation, personal relationships with friends and family.</li> <li>•<b>Economic factors</b>, to include: income/wealth, material possessions.</li> </ul>
<p><b>Investigate how individuals deal with life events</b></p> <p><b>B1 Different types of life event</b></p>	<p>Life events are expected or unexpected events. Learners will explore the different events that can impact on people's physical, intellectual, emotional and social development.</p> <ul style="list-style-type: none"> <li>•<b>Physical events</b>, to include: accident/injury, ill health.</li> <li>•<b>Relationship changes</b>, to include: entering into relationships, Marriage, divorce, parenthood, bereavement.</li> <li>•<b>Life circumstances</b>, to include: moving house, school or job exclusion from education, redundancy, imprisonment, retirement.</li> </ul>
<p><b>B2 Coping with change caused by life events</b></p>	<p>Learners will explore how individuals can adapt or be supported through changes caused by life events. People may react very differently to the same type of event.</p> <ul style="list-style-type: none"> <li>•<b>How individuals adapt to these changes.</b></li> <li>•<b>Sources of support:</b> family, friends, partners, professional carers and services, community groups, voluntary and faith-based organisations.</li> <li>•<b>Types of support:</b> emotional, information and advice, o practical help, e.g. financial assistance, childcare, transport.</li> </ul>

<b>Year 10/11</b>	<b>Component 2- Internal Assessment Contents summary</b>
<p><b>Understand the different types of health and social care services and barriers to accessing them</b></p> <p><b>A1 Health and social care services</b></p>	<p>Learners will explore the health and social care services that are available and why individuals may need to use them.</p> <p>•<b>Different health care services and how they meet service user needs:</b> primary care, e.g. GPs, dental care, optometry, community health care, secondary and tertiary care, e.g. specialist medical care allied health professionals, e.g. physiotherapy, occupational therapy, speech and language therapy, dieticians.</p> <p>•<b>Different social care services and how they meet service user needs:</b> services for children and young people, e.g. foster care, residential care, youth work, services for adults or children with specific needs (learning disabilities, sensory impairments, long-term health issues), e.g. residential care, respite care, domiciliary care, services for older adults, e.g. residential care, domiciliary care, the role of informal social care provided by relatives, friends and neighbours.</p>
<p><b>A2 Barriers to accessing services</b></p>	<p>Learners will explore barriers that can make it difficult to use these services and how these barriers can be overcome.</p> <p>•<b>Types of barrier</b> and how they can be overcome by the service providers or users: <b>physical barriers</b>, e.g. issues getting into and around the facilities, sensory barriers, e.g. hearing and visual difficulties, <b>social, cultural and psychological barriers</b>, e.g. lack of awareness, differing cultural beliefs, social stigma, fear of loss of independence, language barriers, e.g. differing first language, language impairments <b>geographical barriers</b>, e.g. distance of service provider, poor transport links, <b>intellectual barriers</b>, e.g. learning difficulties, <b>resource barriers</b> for service provider, e.g. staff shortages, lack of local funding, high local demand, financial barriers, e.g. charging for services, cost of transport, loss of income while accessing services.</p>
<p><b>Demonstrate care values and review own practice.</b></p> <p><b>B1 Care values</b></p>	<p>Learners will explore and practise applying the different care values that are key to the delivery of effective health and social care services.</p> <p>•<b>Care values: empowering and promoting</b> independence by involving individuals, where possible, in making choices, e.g. about treatments they receive or about how care is delivered, <b>respect for the individual</b> by respecting service users' needs, beliefs and identity, <b>maintaining confidentiality</b> (when dealing with records, avoiding sharing information inappropriately, e.g. gossip), <b>preserving the dignity</b> of individuals to help them maintain privacy and self-respect, effective communication that displays empathy and warmth, <b>safeguarding and duty of care</b>, e.g. maintaining a healthy and safe environment, keeping individuals safe from physical harm, <b>promoting anti-discriminatory practice</b> by being aware of types of unfair discrimination and avoiding discriminatory behaviour.</p>
<p><b>B2 Reviewing own application of care values</b></p>	<p>Learners will reflect on own application of care values, including using teacher or service-user feedback.</p> <p>•<b>Key aspects of a review:</b> identifying own strengths and areas for improvement against the care values, receiving feedback from teacher or service user about own performance, responding to feedback and identifying ways to improve own performance.</p>

Year 11	Component 3 – Synoptic External Assessment Contents summary
<p><b>A Factors that affect health and wellbeing</b></p> <p><b>A1 Factors affecting health and wellbeing</b></p>	<p>Learners will explore how factors can affect an individual's health and wellbeing positively or negatively. This links to, and extends, knowledge and understanding of life events covered in Component 1, but here the focus is on health and wellbeing.</p> <ul style="list-style-type: none"> <li>•<b>Definition of health and wellbeing: a combination of physical health and social and emotional wellbeing, and not just the absence of disease or illness.</b></li> <li>•<b>Physical and lifestyle factors that can have positive or negative effects on health and wellbeing:</b> genetic inheritance, including inherited conditions and predisposition to other conditions, ill health (acute and chronic), diet (balance, quality and amount) amount of exercise, substance use, including alcohol, nicotine, illegal drugs and misuse of prescribed drugs, personal hygiene.</li> <li>•<b>Social, emotional and cultural factors that can have positive or negative effects on health and wellbeing:</b> social interactions, e.g. supportive/unsupportive relationships, social integration/isolation stress, e.g. work-related, willingness to seek help or access services, e.g. influenced by culture, gender, education.</li> <li>•<b>Economic factors that can have positive or negative effects on health and wellbeing:</b> financial resources.</li> <li>•<b>Environmental factors that can have positive or negative effects on health and wellbeing:</b> environmental conditions, e.g. levels of pollution, noise, housing, e.g. conditions, location.</li> <li>•<b>The impact of life events relating to relationship changes and changes in life circumstances.</b></li> </ul>
<p><b>B Interpreting health indicators</b></p> <p><b>B1 Physiological indicators</b></p>	<p>Learners will interpret indicators that can be used to measure physiological health, interpreting data using published guidance.</p> <ul style="list-style-type: none"> <li>•<b>Physiological indicators</b> that are used to measure health: pulse (resting and recovery rate after exercise), blood pressure, peak flow, body mass index (BMI).</li> <li>•<b>Using published guidance</b> to interpret data relating to these physiological indicators.</li> <li>•<b>The potential significance of abnormal readings:</b> risks to physical health.</li> </ul>
<p><b>B2 Lifestyle indicators</b></p>	<p>Learners will interpret lifestyle data in relation to risks posed to physical health.</p> <ul style="list-style-type: none"> <li>•<b>Interpretation of lifestyle data</b>, specifically risks to physical health associated with: smoking, alcohol consumption, inactive lifestyles.</li> </ul>
<p><b>C Person-centred health and wellbeing improvement plans</b></p> <p><b>C1 Health and wellbeing improvement plans</b></p>	<p>Learners will explore the features of health and wellbeing improvement plans. It links to, and consolidates, knowledge and understanding from Component 2, in particular support services and also care values in terms of the need for a person-centred approach.</p> <ul style="list-style-type: none"> <li>•<b>The importance of a person-centred approach</b> that takes into account an individual's needs, wishes and circumstances.</li> <li>•<b>Information to be included in plan:</b> <ul style="list-style-type: none"> <li>o recommended actions to improve health and wellbeing</li> <li>o short-term (less than six months) and long-term targets</li> <li>o appropriate sources of support (formal and/or informal).</li> </ul> </li> </ul>

**C2 Obstacles to implementing plans**

Learners will explore the obstacles that individuals can face when implementing these plans and how they may be mitigated.

•**Potential obstacles: emotional/psychological** – lack of motivation, low self-esteem, acceptance of current state , time constraints – work and family commitments, availability of resources – financial, physical, e.g. equipment, unachievable targets – unachievable for the individual or unrealistic timescale, lack of support, e.g. from family and friends, other factors specific to individual – ability/disability, addiction, barriers to accessing identified services.