



Health and Social Care

Curriculum Objective

The main objective for the Health and Social Care curriculum is to inspire young people to work within services that support a wide range of people.

The Health and Social Care curriculum aims to ensure that all students:

- Are aware of the job roles and responsibilities undertaken by a range of professionals
- Aim to actively pursue a healthy lifestyle with an understanding of why this is important
- Have the knowledge to access Level 3 courses or apprenticeships in Health and Social Care (if they choose to)

Core Values and Ethos

Enjoyment and enthusiasm for the sector is at the forefront of our curriculum, with the course offering a broad and balanced range of units for study. As a department we aim to provide as many links to the industry as possible and have formed links with the local UHNM trust and Medic Mentor to offer many work experience and guest speaker opportunities.

Cultural Capital, British values, PSCE and Careers Guidance

The units covered also aim to develop the knowledge of the wider world and where and when medicines or health based practices have originated from, promoting cultural capital British values are shown throughout HSC lessons from the rule of law, the culture of the NHS compared to other countries and how all British people have the freedom of speech and the different range of human rights. The HSC area leads to many different career pathways of which students are aware. Within the curriculum, units are taught to help students gauge further understanding on career routes and progressions and link in with our whole school careers work.

National Curriculum Links

As a department we look to build upon the KS3 & KS4 national curriculum and develop links with many subject areas.

- English – Reading, writing and spoken English skills through completion of NEA assignments and communication skills topic.
- Science – Biology through NEA assignment on life stages and milestones, health and disease.
- Citizenship – The nature of rules and laws through the rights of individuals topic.
- Design and Technology – Cooking and nutrition through the health challenges topic.
- Physical Education – Benefits of physical activity through the leading healthy lifestyles topic.



Curriculum Intent

Subject: Health and Social Care

Year 9 and Year 10

The aim of year 9 and 10 is to complete Non-Examined assessment. Assessment opportunities throughout the unit allow for continual tracking as students progress through the unit which contributes to their overall grade. Non examined assessment lasts for 1 academic year and is planned to be completed and assessed by the summer term deadline.

The units to be completed are decided at the start of each academic year. Unit R033 or Unit R035.

Opportunity for recap: Opportunities for recap will be utilised throughout the year using Pre NEA task recap sessions, recap tasks at the end of each lesson to consolidate learning from previous lessons, topic areas and units, following assessments where gaps are identified and using weekly out of lesson recap tasks.

Unit R033

	What?	Why?
Term 1-1	<u>Unit R033 Topic Area 1</u> 1.1 Life stages and development	Provides knowledge of the life stages and expected changes an individual will experience
Term 1-2	<u>Unit R033 Topic Area 1</u> 1.1 Life stages and development Recap Point – Before introduction of Task 1 Task 1 NEA to be completed	Provides knowledge of the life stages and expected changes an individual will experience



<p>Term 2-1</p>	<p>Unit R033 Topic Area 2 2.1 – Life events and their impacts</p> <p>Recap Point – Before introduction of Task 2 part A Task 2 Part A NEA to be completed</p>	<p>Evaluate expected and unexpected life events and the physical, intellectual, emotional, social and financial impacts.</p>
<p>Term 2-2</p>	<p>Unit R033 Topic Area 3 3.1 – Sources of support to meet individual needs</p> <p>Recap Point – Before introduction of Task 2 part B Task 2 Part B NEA to be completed</p>	<p>Be able to identify and understand formal, informal and charity support for different life events.</p>
<p>Term 3-1</p>	<p>Unit R033 NEA SUBMISSION</p>	
<p>Term 3-2</p>	<p>Set Assignment released for academic year</p> <p>Begin introduction and teaching of next unit</p>	
<p>Crucial Knowledge from Unit R033</p>	<p>Unit R033</p> <ol style="list-style-type: none"> 1) Life can be divided into stages of childhood, adolescence, adulthood and older adulthood. Each stage has key features and milestones. 2) Factors affect growth and development across all life stages, some are controlled by the individual such as their diet, others cannot be controlled such as genetics. 3) Physical factors relate to the body and an individual’s health. 4) Social Factors relate to an individual’s relationships and opportunities. 5) Emotional factors relate to an individual’s feelings and responses to life events. 6) Economic factors relate to an individual’s finances. 7) Cultural factors relate to an individual’s ideas, customs, beliefs and values. 	



	<p>8) Environmental factors relate to an individuals surroundings and access to services.</p> <p>9) Life events can be expected or unexpected and have a huge impact on development.</p> <p>10) Sources of support are formal, informal or charities and help individuals through life events</p>
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Unit R035

	What?	Why?
Term 1-1	<p>Unit R035 Topic area 1</p> <p>1.2 - Public health challenges for society</p> <p>1.3 Current health promotion campaigns and their benefits</p> <p>Recap Point – Before introduction of Task 1a</p> <p>Task 1a NEA to be completed</p>	<p>Explore current public health challenges and develop an interest in a challenge of interest to base NEA assignment on. Understand existing campaigns and how they work to meet their aims.</p>
Term 1-2	<p>Unit R035 Topic area 2</p> <p>2.1 Factors influencing health and wellbeing</p> <p>2.2 - Leading a healthy lifestyle</p> <p>2.3 – Barriers to leading a healthy lifestyle</p> <p>Recap Point – Before introduction of Task 1b</p> <p>Task 1b NEA to be completed</p>	<p>Students develop an understanding of what factors can influence leading a healthy lifestyle so consideration can be given to these in their campaign.</p>
Term 2-1	<p>Unit R035 Topic area 3</p> <p>3.1 - How to plan a health promotion campaign</p> <p>Recap Point – Before introduction of Task 2</p> <p>Task 2 NEA to be completed</p>	<p>Students develop understanding of how to put together a successful campaign of the health challenge of their choice to support their NEA assessment</p>



	<p><u>Unit R035 Topic area 4</u> 4.1 - How to deliver a health promotion campaign</p> <p>Recap Point – Before introduction of Task 3 Task 3 NEA to be completed</p>	
Term 2-2	<p><u>Unit R035 Topic area 4</u> 4.2 - How to evaluate own performance</p> <p>Recap Point – Before introduction of Task 4 Task 4 NEA to be completed</p>	
Term 3-1	<p><u>Unit R033</u> NEA SUBMISSION</p>	
Term 3-2	<p><u>Set Assignment released for academic year</u></p> <p>Begin introduction and teaching of next unit</p>	



**Crucial Knowledge from
Unit R035**

Unit R035

- 1) A communicable disease is an infections disease caused by bacteria, viruses and fungai.
- 2) Mortality rates refers to number of deaths
- 3) A public health challenge is a disease or condition affecting a large number of the population.
- 4) Mental health refers to emotional, psychological and social wellbeing.
- 5) Physical health refers to the condition of the body.
- 6) Organisations and charities support people to meet public health challenges.
- 7) Lifestyle choices include poor choices leading to negative effects on health and wellbeing, or positive choices leading to positive effects on health and wellbeing.
- 8) A barrier to leading a healthy lifestyle is something that stops an individual from being healthy.
- 9) Aims of a campaign involve what you want to change, improve or educate about.

Target audience is the groups of people you are aiming to engage, such as particular age groups or genders.