



Health & Social Care Curriculum intent

The Health and Social Care curriculum aims to inspire and enthuse students by providing them with a comprehensive knowledge and understanding of the Health & Social Care sector. Our goal is to foster a deep curiosity about the development of individuals and the various life events that can impact their wellbeing. Through this curriculum, students will gain insights into the critical roles and responsibilities within the Health & Social Care sector, equipping them with the skills and knowledge necessary for their future careers.

We are committed to creating a learning environment that encourages students to explore and engage with the dynamic and diverse aspects of health and social care. This curriculum is designed to build a solid foundation in understanding human development, the factors influencing health and wellbeing, and the importance of compassionate care

Health & Social Care Curriculum Overview

Component 1	Component 2	Component 3
Human Lifespan Development (Internal Assessment 30%)	Health and Social Care Services and Values (Internal Assessment 30%)	Health and Wellbeing (External Assessment, 40%)
Key Question		
What does the acronym, PIES mean? What are the key characteristics of each of the PIES? What sources of support can be available? What types of support can be available?	What consists of Health care providers? What consists of Social care services? What is a multi-disciplinary team? What is a multi-agency team?	What is the success criteria for answering a 4 mark question? What is the success criteria for answering a 6 mark question?
Key Vocabulary		
1. Life Stages 2. Life Events 3. Growth & Development 4. Milestones 5. Key Characteristics 6. Developmental Norms	1. Primary Care providers 2. Secondary Care Providers 3. Social care providers 4. Skills 5. Attributes 6. Care Values	1. Person centred approach 2. Obstacles (5) 3. Barriers (7) 4. SMART Targets 5. Health Indicators 6. Chronic/Acute Illnesses

	The knowledge you will need to recall:	How you will apply this knowledge:	This links to:
1	PIES growth and development through the life stages. Learners will explore aspects of growth and development across the life stages using PIES classification. • Infancy (0-2) • Early Childhood (3-8) • Adolescent (9-18) • Early Adulthood (19-45) • Middle Adulthood (46-65) • Later Adulthood (65+) • Physical Growth (P) • Intellectual, Emotional & Social Development (I, E, S)	Produce a report on the physical, intellectual, emotional and social (PIES) growth and development that occurs within 2 lifestyle stages. This will include: • A fully detailed account of growth and development through the specified life stages • A fully detailed account of how the PIES characteristics change from one of the specified life stages to the next.	Linked to Task 3a.- Knowledge of PIES is explored in both tasks with emphasis on the specified life stages. Linked to Component 3- External Exam Knowledge for this unit is interconnected through the framework of health and wellbeing, Health referring to Physical growth and wellbeing referring to Intellectual, Emotional and Social wellbeing. This knowledge delves into health indicators and other factors that may pose a positive or negative impact on individuals health and wellbeing. Through sources and types of support, individual tailored care plans can be created to meet individual needs.
2	Impact of different factors on PIES growth and development through the life stages Learners will explore the different factors that can affect an individual's growth and development. • Physical factors • Lifestyle Factors • Emotional Factors • Social factors • Cultural Factors • Environmental Factors • Economic factors	Produce a report on how specific factors can affect the PIES growth and development of individuals within 2 life stages This will include; • A fully detailed account of how the specified factors impact the PIES classifications in the given life stages; information on the impact is completely specific with fully made links between each of the specified factors and PIES at each life stage • A well-developed reasons for the difference in the impact of the specified factors between specified life stages, with fully accurate links made to the PIES at each life stage	Linked to Component 3- External Exam Knowledge for this unit is interconnected through the framework of health and wellbeing, Health referring to Physical growth and wellbeing referring to Intellectual, Emotional and Social wellbeing. This knowledge delves into health indicators and other factors that may pose a positive or negative impact on individuals health and wellbeing. Through sources and types of support, individual tailored care plans can be created to meet individual needs.
3a	Impact of life events on PIES growth and development Learners will explore life events that occur and how they can impact on people's PIES. • Health & wellbeing • Relationship changes • Life circumstances	Produce a report that considers how each of their life events has impacted on their growth and development physically, intellectually, emotionally and socially. This will include; • A fully detailed account of how the life event of each individual in the case studies has made an impact on their PIES growth and development, making clear links between the events and the specified areas of growth and development	Linked to Task C1.- PIES growth and development focuses on the comparison of two of the six life stages PIES flows through both tasks in generic form with focus on the key characteristics of growth and development. Linked to Component 3- External Exam Knowledge for this unit is interconnected through the framework of health and wellbeing, Health referring to Physical growth and wellbeing referring to Intellectual, Emotional and Social wellbeing. This knowledge delves into health indicators and other factors that may pose a positive or negative impact on individuals health and wellbeing. Through sources and types of support, individual tailored care plans can be created to meet individual needs.
3b	How individuals adapt to life events Learners will explore how individuals can adapt/supported through changes caused by life events. • Life events • Character traits • Sources of support • Types of support	Produce a report on how 2 individuals have adapted to a life events. This report will include: • A fully detailed account of the different sources and types of support each individual in the case studies accessed to adapt to their life event; sources and types of support are completely specific to the case studies • A fully detailed account of the character traits that influenced how each individual in the case studies coped with their life events; character traits are fully relevant to how each individual coped	Linked to Component 3- External Exam Knowledge for this unit is interconnected through the framework of health and wellbeing, Health referring to Physical growth and wellbeing referring to Intellectual, Emotional and Social wellbeing. This knowledge delves into health indicators and other factors that may pose a positive or negative impact on individuals health and wellbeing. Through sources and types of support, individual tailored care plans can be created to meet individual needs.

	The knowledge you will need to recall:	How you will apply this knowledge:	This links to:
1	How health care services work together to meet the needs of an individual. Learners will explore primary and secondary health care services working in a multi-disciplinary group. - Primary care providers (GP, Pharmacist, Dentist, Walk-in Centre, OOH GP, A&E & Optician) - Secondary Care providers (Cardiology, Gynaecology, Urology, Paediatrics, Ophthalmology, Obstetrics, Psychiatry, Respiratory, Neurology, Gastroenterology, Haematology, Orthopaedics, Dermatology. To	Produce a report on how different healthcare services work together to meet the needs of an individual. This will include: - How primary healthcare services could meet the specific needs of the specified individual - How secondary healthcare services could meet the specific needs of the specified individual - How primary and secondary healthcare could work together to meet the specific needs of a specified individual.	Linked to Component 3- External Exam Knowledge for this unit is interconnected through the framework of roles and responsibilities This knowledge highlights the primary, secondary and tertiary roles that can support individuals' health and wellbeing. Linked to Level 3 Unit 2: External Exam A deeper Knowledge for this unit is interconnected through the framework of roles and responsibilities This knowledge highlights the primary, secondary and tertiary roles that can support individuals' health and wellbeing.
2	How social care services meet the needs of an individual. Learners will explore the different sources of social care and the services that can be offered. - Foster care (Children) - Residential care (All) - Youth work (11-25yrs) - Domiciliary care (specific needs) - Respite care (specific needs) - Informal care (All)	Produce a report how social care services can meet the needs of a specified individual. You will include: - How social care services can meet the specific needs of the individual - How voluntary care services could meet the specific needs of the specified individual - How informal care options could meet specific needs of the specified individual	Linked to Component 3- External Exam Knowledge for this unit is interconnected through the framework of roles and responsibilities This knowledge highlights the social care roles that can support individuals' health and wellbeing. Linked to Level 3 Unit 2: External Exam A deeper Knowledge for this unit is interconnected through the framework of roles and responsibilities This knowledge highlights the social care roles that can support individuals' health and wellbeing.
3	Barriers an individual could face when accessing services in health or social care Learners will explore possible barriers, offering solutions to provide successful outcomes, justifying their reasoning. - Physical barrier - Sensory barrier - Cultural barrier - EAL/Language barrier - Resource barrier - Geographical barrier - Financial barrier	Produce a report on barriers an individual could face when accessing services in health or social care. This will include: - The barriers the specified individual could face when accessing services in health and social care and provide suggestions of how these could be overcome. - For each barrier, make realistic suggestions on how the health and social care services could minimise or remove the barrier. - Provide justifications to support each suggestion.	Linked to Component 3- External Exam Knowledge for this unit is interconnected through the framework of health and wellbeing, Health referring to Physical growth and wellbeing referring to Intellectual, Emotional and Social wellbeing. Through sources and types of support, individual tailored care plans can be created to meet individual needs and overcome barriers.
4	How healthcare professionals demonstrate skills, attributes and values required when delivering care to an individual. Learners will apply their knowledge of skills, attributes and care values when delivering care to an individual. - Skills (Observation, Organisation, Problem Solving and Dealing with difficult situations) - Attributes (Empathy, Honest, Patience and Trustworthiness) - Care Values (Care, Compassion, Competence, Communication, Courage and Commitment)	Produce a report to show how the professionals might demonstrate the skills, attributes and care values when delivering care to a specified individual with a health condition. This will include; - How two skills can be demonstrated by the professionals supporting an individual - How two attributes can be demonstrated by the professionals supporting an individual - How two values can be demonstrated by the professionals supporting an individual - Reasons why the skills, attributes and values are important when care for an individual	Linked to Component 2: Task 5. Transferable knowledge is duplicated through skills, attributes and care values to support specialised case study.
5	How the skills, attributes and care values of care professionals can help an individual to overcome potential obstacles. Learners will identify potential obstacles which is relevant to the given scenario, suggest potential impact and offer solutions. - Psychological/Emotional - Time constraints - Lack of support - Resources - Unachievable targets (SMART)	Produce a report on how the skills, attributes and care values required of care professionals can help overcome potential obstacles. This will include: - The potential obstacles that given individual may face - How these obstacles may impact recovery - How the HCPs could help to overcome these obstacles - Provide justification to support the reasons given	Linked to Component 3- External Exam Knowledge for this unit is interconnected through the framework of health and wellbeing, Health referring to Physical growth and wellbeing referring to Intellectual, Emotional and Social wellbeing. Through sources and types of support, individual tailored care plans can be created to meet individual needs and overcome obstacles. Linked to Component 2: Task 4. Transferable knowledge is duplicated through skills, attributes and care values to support specialised case study.

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A	Factors that affect health and wellbeing Learners will explore the factors that can affect health and wellbeing - Genetic Inheritance (Pre-disposition) - Chronic/Acute illnesses - Lifestyle factors - Financial factors - Social factors - Environmental factors - Relationship factors - Life events	Previous exam style questions will be selected to demonstrate knowledge of the factors and how to ascertain full marks for each style. This will include: - Multiple choice question (1 mark) - State questions (1 mark) - Explain questions (2-4 marks) - Discuss questions (6 marks)	Linked to Component 1: Transferable knowledge is duplicated factors that relate to health and development <u>Linked to Level 3 BTEC National Health and Social Care.</u> Unit 1: Human Lifespan Development (External Exam) Unit 2: Working in Health and Social Care (External Exam)
B	Interpreting health indicators Learners will interpret health and lifestyle data, show knowledge of the benefits, thus making comparisons to the 'norm' - Resting/recovery pulse rate - Blood pressure - Peak flow - BMI (Body Mass Index) - Use of published data for health - Use of published data for lifestyle choices - Risks of abnormal readings for health	Previous exam style questions will be selected to demonstrate knowledge of the factors and how to ascertain full marks for each style. This will include: - State questions (1 mark) - Explain questions (2-4 marks) - Discuss questions (6 marks)	<u>Linked to Level 3 BTEC National Health and Social Care.</u> Unit 1: Human Lifespan Development (External Exam) Unit 2: Working in Health and Social Care (External Exam)
C	Person Centred health and wellbeing improvement plans Learners will apply a person-centred approach to overcome barriers/obstacles, to health and wellbeing. - Person centred approach - SMART Targets (short term < 6 months, Long term > 6 months -12 months) - Sources of support - Obstacles (5) - Barriers (7)	Previous exam style questions will be selected to demonstrate knowledge of the factors and how to ascertain full marks for each style. This will include: - Explain questions (2-4 marks) - Discuss questions (6 marks)	Linked to Component 1: Transferable knowledge is duplicated sources of support that relate to health and development <u>Linked to Level 3 BTEC National Health and Social Care.</u> Unit 1: Human Lifespan Development (External Exam) Unit 2: Working in Health and Social Care (External Exam)