

**Walton le Dale High School**

**BTEC Tech Award HEALTH AND SOCIAL CARE CURRICULUM MAP – YEAR 11**

	TERM 1		TERM 2		TERM 3	
<b>Unit and title description</b>	<b>COMPONENT 2 – HEALTH &amp; SOCIAL CARE SERVICES &amp; VALUES</b>		<b>COMPONENT 3 – HEALTH &amp; WELLBEING</b>		<b>COMPONENT 3 – HEALTH &amp; WELLBEING</b>	
<b>Knowledge (Components)</b>	<b>Half term 1</b>	<b>Half Term 2</b>	<b>Half Term 3</b>	<b>Half Term 4</b>	<b>Half Term 5</b>	<b>Half Term 6</b>
	<b>A3 Barriers to accessing services</b> <ul style="list-style-type: none"> <li>• Definition of barriers</li> <li>• Types of barrier: -                             <ul style="list-style-type: none"> <li>- Physical barriers</li> <li>- Sensory Barriers</li> <li>- Social Cultural Barriers</li> <li>- Speech and Language Barriers</li> <li>- Geographical Barriers</li> <li>- Learning Disability Barriers</li> <li>- Financial Barriers</li> </ul> </li> </ul>	<b>Learning outcome B- Understand the skills, attributes and values required to give care</b> <p>B1 – Skills and Attributes in H&amp;S Care                      B2 – Values in H&amp;S Care                      B3 – Obstacles those requiring care may face                      B4 – The benefits to individuals of the skills, attributes and values in health and social care practice</p>	<b>A1 Factors affecting health and wellbeing</b> <ul style="list-style-type: none"> <li>• Definition of health and wellbeing</li> <li>• Factors that can have positive or negative effects on health and wellbeing</li> <li>• Physical factors</li> <li>• Lifestyle factors</li> <li>• Social factors</li> <li>• Cultural factors</li> <li>• Economic factors</li> <li>• Environmental factors</li> <li>• The impact on physical, intellectual, emotional and social health and wellbeing of different types of life event</li> </ul> <b>B1 Physiological indicators</b> Interpretation of physiological data according to published guidelines The potential significance of abnormal readings	<b>C1 Person-centred approach</b> The ways in which a person-centred approach takes into account an individual's:- <ul style="list-style-type: none"> <li>• Needs</li> <li>• Wishes</li> <li>• Circumstances</li> </ul> The importance of a person-centred approach for individuals	<b>EXAM PRACTICE AND REVISION</b>	
<b>Assessment Opportunities: - Component 2 PSA Component 3 Health and Wellbeing Exam</b>	<b>C2 - Task 2 &amp; 3</b>	<b>C2 – Task 4 &amp; 5</b>	<b>C3 - Exam Practice</b>	<b>C3 – Exam Practice</b>		
<b>Skills (Composite)</b>	Explain how health care services work together to meet the needs of an individual	Explain how social care services meet the needs of an individual	What barriers an individual could face when accessing services in health and social care	Explain how health care professionals demonstrate the skills, attributes and values when delivering care to an individual	Explain how the skills, attributes and values of care professionals can help an individual to overcome potential obstacles	
<b>Literacy</b>	<ul style="list-style-type: none"> <li>• Pupils will read take notes on and write answers which demonstrate their understanding of Health and Social Care Services</li> <li>• Pupils will ready case studies which encourage them to apply their knowledge to the Health and Social Care Services</li> <li>• Pupils will respond to case studies by producing extended writing both in practice PSA's and real PSA's</li> <li>• Pupils will produce one Pearson Set assignment(internal) on Health &amp; Social Care Services and work towards the Component 3 (External Exam)</li> <li>• Some pupils will also resit Component 1</li> </ul>					
<b>Quality First Teaching &amp; Adaptive Teaching</b>	Home learning booklets Full revision guides for each topic Various ACTIVATE tasks through lessons Illustrated key terms					

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	<p>Extended writing plans Scaffolds for PEELE paragraphs Three part homework Videos to simplify abstract ideas</p>
<b>Numeracy</b>	<p>Reading data from health indicators</p>
<b>Wider Opportunities</b>	<p>Mental Health Ambassadors, Anti Bullying Ambassadors, NHS Youth Voice</p>
<b>British Values</b>	<p><b>Rule of Law</b> - Principles of safeguarding and protection in health and social care Introduction to duty of care in health, social care or children’s and young people’s settings Understand health and safety in social care settings Understand how to handle information in social care settings <b>Democracy</b> - How have the laws come about, e.g., pressure from the public? Trade union and public pressure for health and safety legislation? <b>Individual Liberty</b> - Choices in terms of education, employment and careers. Limitations on individual liberty, e.g., by complying with employment or training contracts and individual liberty within the law and social expectations <b>Tolerance and Mutual Respect</b> - Principles of diversity, equality and inclusion in adult social care settings, Student code of conduct, Good working relationships.</p>
<b>Character</b>	<p>Selecting character virtues as a focus for the lesson, looking at Moral, intellectual, civic, performance virtues linking it to careers, H&amp;S Care industry, what values should we have if we work in the H&amp;S Care Sector?</p>
<b>Careers</b>	<p>Careers Interviews, Careers Fairs, visits to colleges and universities, external speakers,</p>
<b>SMSC</b>	<p><b>Spiritual</b> - consider a range of cultures and faiths and how these may impact their health behaviours and access to health and social care services. <b>Moral</b> - Students develop an understanding of concepts related to equality, diversity and rights in health and social care and are able to gain knowledge of discriminatory practice and means of combatting this. • They will also develop an understanding of national initiatives that promote anti-discriminatory practice in health and social care settings <b>Social</b> - Students in HSC are taught that different people hold different views about right and wrong but should always comply with the fundamental British law of this country, particularly when studying relevant HSC legislation and codes of practice. Students are encouraged to develop mutual respect and tolerance of those with different faiths and beliefs <b>Cultural</b> - Students will learn how communication is perceived by different cultures and how some methods can be considered a barrier to communication. Students also explore how services need to be made accessible and analyse the impact when communication process fails.</p>