

## BTEC Health and Social Care Curriculum Year 11

Year 11		HT1 Sept – Oct (7 weeks)	HT2 Nov – Dec (7 weeks)	HT3 (Jan – Feb ( 5 weeks)	HT4 Mar – Apr (6 weeks)	HT5 Apr – May (5 weeks)	HT6
subject	Topic	Understand the different types of health and social care services and barriers to accessing them.	Understand the different types of health and social care services and barriers to accessing them.	Health and Wellbeing	Health and Wellbeing	Health and Wellbeing	
	Why this and why now?	<p><b>(Weeks 1 – 4)</b> PSA 2 prep work Development of applied knowledge and understanding of different types of Health care service: Primary care Secondary care Social care <b>Why now?</b> Key knowledge and understanding of subject specific terminology will allow students to be fully prepared for PSA. Tasks 1 and 2. <b>(Weeks 5 – 7)</b> PSA task 1&amp; 2 Task 1, learners will demonstrate their knowledge and understanding of how health care services work together to meet the needs of an individual.</p>	<p><b>(Weeks 1 – 5)</b> PSA task 3,4 and 5 Summative assessments completed under supervised conditions. <b>Why now?</b> Summative assessments completed under supervised conditions PSA set by Pearson's. Task 1 and 2 Assessment window <b>Week 6-7</b> Component 3 Health and wellbeing Factors that affect health and wellbeing <b>Why now</b> Assessment objectives AO1 Knowledge of health and wellbeing in preparation for external exam May 2024.</p>	<p><b>(Weeks 1 – 3)</b> Interpreting health indicators. Learners will explore how lifestyle choices determine physical health. Interpretation of lifestyle data. <b>Why now</b> Assessment objectives <b>A02</b> Understanding of health and wellbeing preparation for external exam May 2024. <b>Weeks 4 - 5)</b> Lifestyle indicators Learners will explore how lifestyle choices determine physical health.  <b>Why now</b> Assessment objectives <b>A03</b> Apply knowledge and understanding of health and wellbeing preparation for external exam 07 May 2024</p>	<p><b>(Weeks 1-3)</b> Person-centred approach to improving health and wellbeing. Learners will explore the use of the person-centred approach in health and social care. settings. This links to, and consolidates, knowledge and understanding from Component 2 on the skills, attributes and values that contribute to care. <b>(Week 4 – 6)</b> Recommendations and actions to improve health and wellbeing. Learners will explore recommendations and actions that are aimed at improving health and wellbeing, alongside support available for achieving this. <b>Why now</b></p>	<p><b>(Weeks 1 – 3)</b> Barriers and obstacles to following recommendations. Learners will explore the barriers and obstacles that individuals can face when following recommendations and the unique ways that they may be overcome. <b>Why now</b> Assessment objectives <b>A04</b> Make connections between aspects of health and wellbeing preparation for external exam 07 May 2024</p>	

		<p>Task 2, learners will demonstrate their knowledge and understanding of how social care services meet the needs of an individual.</p> <p><b>Why now?</b></p> <p>Summative assessments completed under supervised conditions PSA set by Pearson's.</p> <p>Task 1 and 2</p> <p>Assessment window</p>			<p>Assessment objectives</p> <p><b>AO4</b> Make connections between aspects of health and wellbeing preparation for external exam 07 May 2024.</p>		
	<p><b>What is the essential knowledge that needs to be remembered?</b></p>	<p>Students will demonstrate an understanding of primary and secondary health and social care service.</p> <p>A social care need is focused on providing with daily living.</p> <p>A healthcare need is related to the treatment, control or prevention of a disease, illness, injury or disability, and the care or aftercare of a person with these needs.</p>	<p>Students will demonstrate how barriers can be overcome when accessing health or social care service</p>	<p>Students will demonstrate an understanding of:</p> <ul style="list-style-type: none"> <li>resting heart rate (pulse)</li> <li>heart rate (pulse) recovery after exercise</li> <li>blood pressure – low blood pressure</li> <li>high blood pressure</li> <li>body mass index (BMI)</li> </ul> <p>The potential significance of abnormal readings:</p> <ul style="list-style-type: none"> <li>impact on current physical health (short-term risks)</li> <li>potential risks to physical health (long-term risks).</li> </ul>	<p>Students will demonstrate an understanding of</p> <p>The ways in which a person-centred approach considers an individual's:</p> <ul style="list-style-type: none"> <li>Needs – to reduce health risks.</li> <li>Wishes – their preferences and choices.</li> <li>circumstances – to include age, ability, location, living conditions, support, physical.</li> <li>and emotional health.</li> </ul>	<p>Students will demonstrate an understanding of</p> <p>Potential barriers:</p> <ul style="list-style-type: none"> <li>physical barriers</li> <li>barriers to people with sensory disability</li> <li>barriers to people with different social and cultural backgrounds</li> <li>barriers to people that speak English as an additional language or those who have language or speech impairments</li> <li>geographical barriers</li> <li>resource barriers for service provider</li> <li>financial barriers.</li> </ul> <p>Potential obstacles:</p> <ul style="list-style-type: none"> <li>emotional/psychological</li> <li>time constraints</li> <li>availability of resources</li> <li>unachievable targets</li> <li>lack of support.</li> </ul>	
	<p><b>What is the assessment intent and how will you assess?</b></p>	<p>Summative assessment</p> <p>Non-exam internal assessment is delivered</p>	<p>Summative assessment</p> <p>Non-exam internal assessment is delivered</p>	<p>Formative assessment</p> <p>during lessons to check understanding to check</p>	<p>Formative assessment</p> <p>during lessons to check understanding to check understanding of The</p>	<p>Formative assessment</p> <p>during lessons to check understanding to check understanding of The</p>	

		through Pearson-set Assignments. These assignments are set by Pearson, and marked by centres. marked by the centre and moderated by Pearson.	through Pearson-set Assignments. These assignments are set by Pearson, and marked by centres. marked by the centre and moderated by Pearson.	understanding interpreting health indicators.	importance of a person-centred approach for individuals	importance of a person-centred approach for individuals	
	<b>What should the end point look like</b>	Students will have developed an understanding of subject specific terminology. learners to develop their knowledge. and understanding of services and the skills, attributes and values required to give care	Students will have developed an understanding of subject specific terminology. learners to develop their knowledge. and understanding of services and the skills, attributes and values required to give care	Students will have developed an understanding of subject specific terminology and have a clear understanding of how physiological indicators are used to measure health.	Students will have developed an understanding of subject specific terminology and have a clear Understanding of how to correctly answer a range of exam style questions in relation to A01/A02/A03	Identified students will have completed 3 mock exam papers. Within written responses students will show an understanding of subject specific terminology and an understanding of how to answer question correctly.	
	<b>Wider Curriculum Links</b>	Links to deeper development of SMSC – Students are given the opportunity to reflect about choices they make and how they can affect others. Linked to Values, Science, Physical Education curriculum. Health lifestyle understanding the benefits to all. Core values – Students will be given the opportunity to work together in pairs/small groups to develop their collaboration, co-operation, and communication skills. Literacy skills, which with support skills within other subject areas. Improve competency and promote self-esteem and personal development. Development of learner's individual transferrable written and communication skills. Independent research skills with a basic knowledge of bibliography requirements.					