



## Year 11 Health and Social Care Curriculum Overview

The Year 11 Health & Social Care curriculum is designed to continue develop students' knowledge of the different health and social care services available and the skills and values that are required to work in the setting. The students further explore the factors that affect health and wellbeing, learning about physiological and lifestyle indicators, and person-centred approached to make recommendation to improve and individuals' health and wellbeing. Students will complete one and half components throughout Year 11 and have five Health and Social Care lessons per fortnight. The students will complete the second of their two written components makes up the second 30% of the course. Component two, Health and Social Care Services and Values, is comprised of five tasks. The remaining one task will be explored in Year 11 which look at the obstacles individuals may face when accessing care and the skills care professionals use to help overcome obstacles. Students will also complete Component 3, Health and Wellbeing which is their examination unit and is the final 40% of the course where three learning aims will be explored. Learning aim A extends knowledge and understanding covered in Component 1, focusing on the current health and wellbeing of individuals. Learning aim B explore how physiological and lifestyle indicators are used to measure and determine health. Finally learning aim C consolidates knowledge and understanding from Component 2 on the skills, attributes and values that contribute care. They will also explore recommendations and actions at improving health and wellbeing, consolidating knowledge from Component 1 on the types of support. We continue to strive for the development of students' personal skills to continue to develop their empathy skills by trying to imagine what it is like to be in the shoes of someone more vulnerable than themselves and be able to communicate effectively with them. Furthermore we want students to develop not only knowledge that is transferrable to sector but also effective communication and interpersonal skills to work with individuals that use these sections. The academic skills students develop is to be able to write coherently, sensitively and logically. They will work towards producing comprehensive applications of knowledge and understanding of the tasks studied to case studies. The will also develop the skills to be able to provide detailed accounts of knowledge with well-developed and accurate links to the case studies.

| Length of Time | Outline:  | Assessment/Teacher Feedback Opportunities: | Homework and Literacy resources   |
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| Autumn 1       | <p><b>Component 2: Task 5: Obstacles &amp; Benefits</b></p> <p>This topic develops students' knowledge on the obstacles individuals requiring care may face and the impact of the obstacles on the specified individual's recovery. The students will also develop knowledge on the specified skills, attributes and values of care professionals working with individuals are used to help overcome obstacles.</p> |  | <p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>Students will be provided with a case student and need to identify the potential obstacles and describe how that could impact recovery referring to the specific areas of development that could be affected. Based on the obstacles they will need to describe two skills, attributes and values that could be used by the professional to help overcome the obstacle.</li> </ul> <p><b>Optional homework &amp; literacy resources:</b></p> <p><b>Reading list:</b></p> <ul style="list-style-type: none"> <li>The Language of Kindness, A Nurse's Story. Christie Watson.</li> </ul> |

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|                 |   |  | <ul style="list-style-type: none"> <li>• The Courage to Care. Christie Watson</li> <li>• A Nurses' Story- My life in A&amp; E during the Cover Crisis. Louie Curtis.</li> </ul> <p><b>Documentaries:</b></p> <ul style="list-style-type: none"> <li>• A Day in the Life of an Oxford Wheelchair User – The Oxford Accessibility Project. (YouTube).<br/><a href="https://www.youtube.com/watch?v=gTyXqP9Mwxs">https://www.youtube.com/watch?v=gTyXqP9Mwxs</a></li> <li>• The Disability Paradox. (YouTube).<br/><a href="https://www.youtube.com/watch?v=AbNDNJyep4">https://www.youtube.com/watch?v=AbNDNJyep4</a></li> </ul> |
| <b>Autumn 2</b> | <p><b>Component 2- Assessment of 5 Tasks</b><br/>Students complete 5 tasks over 6 hours throughout lesson time. Students will complete a revision session prior to the completion of the five tasks the exam.</p> <p><b>The exam board will release the <i>specifics</i> to complete all the written tasks including:</b><br/>Task 1- The health care services that meet the needs of a specified illness and specified life stage.<br/>Task 2- The Social care services meet the needs of a specified individual and life stage.<br/>Task 3- The barriers an individual could face when accessing services in health or social care.<br/>Task 4- The skills, attributes and values required when delivering care to an individual.<br/>Task 5- The skills, attributes and values of care professionals can help an individual to overcome potential obstacles.</p> | <p><b>Tasks to be completed across 6 hours:</b><br/><b>The assignment task 1:</b><br/>Students produce a report on how different health care services work together to meet the needs of an individual who has recently been diagnosed with an illness.<br/>Students report must include:</p> <ul style="list-style-type: none"> <li>• how primary health care services could meet specific health care needs of the specified individual.</li> <li>• how secondary health care services could meet the specific health care needs of the specified individual.</li> <li>• how primary and secondary care services could work together to meet the specific needs of the specified individual.</li> </ul> <p><b>The assignment task 2:</b></p> | <p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>• Each Wednesday after school students have the opportunity to attend to complete additional work for each of their assessments- they have 6 hours in lesson time, however the opportunity to complete further work on their assessments outside of lessons.</li> </ul>   |

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|  |  | <p>Students produce a report on how social care services can meet the needs of an individual with specific care needs.</p> <p>Students reports must include:</p> <ul style="list-style-type: none"> <li>● how the social care services could meet the specific needs of the specified individual.</li> <li>● how the voluntary care services could meet the specific needs of the specified individual.</li> <li>● how informal care options could meet the specific need of the specified individual.</li> </ul> <p><b><i>The assignment task 3:</i></b></p> <p>Students produce a report the barriers and individual could face when accessing services in health or social care and provide suggestions of how these could be overcome.</p> <p>Students report must include:</p> <ul style="list-style-type: none"> <li>● the barriers the specified individual may face when accessing the services.</li> <li>● for each barrier, make realistic suggestions for how the health or social care service could minimise or remove the barrier.</li> <li>● provide justifications to support each suggestion.</li> </ul> |  |
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|  |  | <p><b><i>The assignment task 4:</i></b><br/> Students produce a report on how health care professionals might demonstrate skills, attributes and values required when delivering care to an individual suffering an illness. Students report must include:</p> <ul style="list-style-type: none"> <li>● how the skills of problem solving and organisation can be demonstrated by the professionals supporting the individual described.</li> <li>● how the attributes of empathy and patience can be demonstrated by the professionals supporting the individual described.</li> <li>● how the values of communication and care can be demonstrated by the professionals supporting the individual described.</li> <li>● reasons why the skills, values and attributes that have been included are important when providing the specified individual with care.</li> </ul> <p><b><i>The assignment task 5:</i></b><br/> Students produce a report on how the skills, attributes and values required of care professionals can help to overcome potential obstacles.<br/> Students report must include:</p> |  |
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|                 |   | <ul style="list-style-type: none"> <li>● the potential obstacles and individual may face during her care.</li> <li>● how these obstacles impact the case studies recovery.</li> <li>● how the care professional who show the following could help the individual to overcome each potential obstacles: <ul style="list-style-type: none"> <li>- Skills of problem solving and organisation</li> <li>-Attributed of empathy and patience</li> <li>-Values of communication and care.</li> </ul> </li> </ul>  |  |
| <b>Spring 1</b> | <p><b>Component 3: Health and Wellbeing- Learning A: Factors affecting health and wellbeing</b><br/>This topic develops students’ knowledge on how factors can affect an individual’s health and wellbeing positively or negatively. This links to and extends knowledge and understanding of human lifespan development including life events, covered in Component 1. Here, however the focus is on the current health and wellbeing of individuals.</p> <p><b>Component 3: Health and Wellbeing- Learning B: Interpreting health indicators.</b><br/>This topic develops students’ knowledge on how physiological indicators are used to measure health, including; pulse rate, blood pressure, body mass index. Students will look at the potential significance of abnormal readings on current physical health and potential risks to future health. Students will also develop knowledge on how lifestyles choices determine physical health</p> | <p>Students complete a 20 mark assessment from Learning Aim A, which is comprised of questions which are awarded between 1-6 marks.<br/>Students will be required to demonstrate the knowledge and understanding of Learning Aim A- Factors affecting health and wellbeing.<br/>Students will be required to demonstrate their skills further by demonstrating application, analysis and evaluation. The assessment is 40 minutes, no notes in timed conditions.</p> <p>Students complete a 25 mark assessment from Learning Aim A&amp;B, which is comprised of questions which are awarded between 1-6</p> | <p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>● Produce a revision for Learning Aim A: Factors affecting health and wellbeing (using the revision checklist).</li> <li>● Produce a revision for Learning Aim B: Interpreting health indicators (using the revision checklist).</li> <li>● Assessment preparation for 20 mark assessment comprising of questions from Learning Aim A.</li> <li>● Assessment preparation for 25 mark assessment comprising of questions from Learning Aim A&amp;B.</li> </ul> <p><b>Optional homework &amp; literacy resources:</b></p> <p><b>Reading list:</b></p> <ul style="list-style-type: none"> <li>● Notes on Blindness. A Journey through Darkness. John. M. Hull</li> <li>● Freedom from our Addictions. Russell Brand.</li> </ul> <p><b>Documentaries:</b></p> <ul style="list-style-type: none"> <li>● Cystic Fibrosis Documentary. (YouTube). <a href="https://www.youtube.com/watch?v=UNjFa8QH-cM">https://www.youtube.com/watch?v=UNjFa8QH-cM</a></li> </ul> |

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|          |  | <p>marks. 20 marks of the questions asked will be allocated to content from Learning Aim B and 5 marks will be allocated to Learning Aim A as an opportunity to inter-leave this knowledge.</p> <p>Students will be required to demonstrate the knowledge and understanding of Learning Aim B- Interpreting Health Indicators.</p> <p>Students will be required to demonstrate their skills further by demonstrating application, analysis and evaluation. The assessment is 50 minutes, no notes in timed conditions.</p> | <ul style="list-style-type: none"> <li>• Britain's Poorest Kids. Real Stories (YouTube). <a href="https://www.youtube.com/watch?v=i9aSp9bFmMg">https://www.youtube.com/watch?v=i9aSp9bFmMg</a></li> <li>• Heroin Town. Louis Theroux. Dark States. (BBC). <a href="https://www.bbc.co.uk/programmes/b0991fsb">https://www.bbc.co.uk/programmes/b0991fsb</a></li> <li>• Starving for Perfection: Documentary about Perfection. (YouTube). <a href="https://www.youtube.com/watch?v=hSQRm7bm-6s">https://www.youtube.com/watch?v=hSQRm7bm-6s</a></li> </ul>  |
| Spring 2 | <p><b>Component 3: Health and Wellbeing- Learning C: Person-centred approach to improving health and wellbeing</b></p> <p>This topic develops students' knowledge on 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. Students will also explore recommendations and actions that are aimed at improving health and wellbeing. Alongside support available for achieving this. This links to, and consolidates knowledge and understanding from Component 1 on the sources and types of support,</p> | <p>Students complete a 25 mark assessment from Learning Aim B&amp;C, which is comprised of questions which are awarded between 1-6 marks. 20 marks of the questions asked will be allocated to content from Learning Aim C and 5 marks will be allocated to Learning Aim B as an opportunity to inter-leave this knowledge.</p> <p>Students will be required to demonstrate the knowledge and understanding of Learning Aim C-</p>   | <p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>• Produce a revision for Learning Aim C: Person-centred approach to improving health and wellbeing (using the revision checklist).</li> <li>• Assessment preparation for 20 mark assessment comprising of questions from Learning Aim B&amp;C.</li> </ul> <p><b>Optional homework &amp; literacy resources:</b></p> <p><b>Reading list:</b></p> <ul style="list-style-type: none"> <li>• The Language of Kindness, A Nurse's Story. Christie Watson.</li> <li>• The Courage to Care. Christie Watson</li> <li>• A Nurses' Story- My life in A&amp; E during the Cover Crisis. Louie Curtis.</li> </ul> <p><b>Documentaries:</b></p> |

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|                 | and Component 2 on health and social care services, and also skills, attributes and values that contribute to car.  | Person-centred approach to improving health and wellbeing. . Students will be required to demonstrate their skills further by demonstrating application, analysis and evaluation. The assessment is 50 minutes, no notes in timed conditions.  | <ul style="list-style-type: none"> <li>• CNN’s World’s Untold Stories: Dementia Village. (YouTube).<br/><a href="https://www.youtube.com/watch?v=LwiOBlyWpko">https://www.youtube.com/watch?v=LwiOBlyWpko</a></li> <li>• Public Health Across the Life Course. (YouTube).<br/><a href="https://www.rsph.org.uk/our-work/videos/itn-films/itn-film-2017-the-public-s-health-across-the-life-course/full-length-film.html">https://www.rsph.org.uk/our-work/videos/itn-films/itn-film-2017-the-public-s-health-across-the-life-course/full-length-film.html</a></li> </ul>  |
| <b>Summer 1</b> | <p><b>Students will complete a series of revision lessons from:</b></p> <p>Learning A: Factors affecting health and wellbeing<br/>Learning B: Interpreting health indicators.<br/>Learning C: Person-centred approach to improving health and wellbeing</p> | Walking talking mocks will be covered in lessons- where student will re-visit all sections of the paper and the knowledge and skills required for each section of the paper. Questions range from mark allocations of 1-6 marks and use the command verbs of identify, state, give one positive and negative, explain and discuss. Students will revisit the knowledge from learning Aim A,B & C but also the skills requirements for each of the questions. | <p><b>Optional homework &amp; literacy resources:</b></p> <p><b>Reading list:</b></p> <ul style="list-style-type: none"> <li>• Notes on Blindness. A Journey through Darkness. John. M. Hull</li> <li>• Freedom from our Addictions. Russell Brand.</li> <li>• The Language of Kindness, A Nurse’s Story. Christie Watson.</li> <li>• The Courage to Care. Christie Watson</li> <li>• A Nurses’ Story- My life in A&amp; E during the Cover Crisis. Louie Curtis.</li> </ul> <p><b>Documentaries:</b></p> <ul style="list-style-type: none"> <li>• Cystic Fibrosis Documentary. (YouTube).<br/><a href="https://www.youtube.com/watch?v=UNjFa8QH-cM">https://www.youtube.com/watch?v=UNjFa8QH-cM</a></li> <li>• Britain’s Poorest Kids. Real Stories (YouTube).<br/><a href="https://www.youtube.com/watch?v=i9aSp9bFmMg">https://www.youtube.com/watch?v=i9aSp9bFmMg</a></li> <li>• Heroin Town. Louis Theroux. Dark States. (BBC).<br/><a href="https://www.bbc.co.uk/programmes/b0991fsb">https://www.bbc.co.uk/programmes/b0991fsb</a></li> <li>• <b>Starving for Perfection: Documentary about Perfection. (YouTube).</b><br/><a href="https://www.youtube.com/watch?v=hSQRm7bm-6s">https://www.youtube.com/watch?v=hSQRm7bm-6s</a></li> </ul> |

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| Summer 2 | Exam Leave |  |  |