



Subject: Health and Social Care	Components		Composite	Mission statement
	What new knowledge do we introduce?		What do students <i>do</i> with this knowledge?	By the end of year 11 a Sybil Andrews Health and Social Care student will...
	Year 10	Year 11		
	<p>Component 1 Main life stages and the physical, intellectual, emotional and social changes.</p> <p>Understand the range of factors that can impact an individual's development and identify which of the four areas of development is more impacted.</p> <p>To know what we mean by a life event and be able to identify a major life event and the potential impact it can have on an individual's development in each of the four areas of development</p>	<p>Component 3 Students will begin by understanding what health and well being is they will understand that genetics, lifestyle, social cultural, economic and environmental factors will impact on growth and development. They will be able to identify the positive and the negative impacts of these factors.</p> <p>Students will have a 2-week window where they will complete their coursework for component 2.</p> <p>Students will be able to measure and analyse data on health indicators for</p>	<p>This qualification will promote students understanding of the growth and development of people in terms of physical, intellectual, emotional and social changes. They will begin to appreciate the developmental milestones and the factors that can impact on these. They will develop the skills to assess how major life events can impact on growth and development and the sources of support that people can access during these periods of their life. Students will understand the different types of health care their role in supporting service users and how these care services can be accessed. They will understand that there exist for many people barriers in accessing care and will be able to identify these barriers and ways they can be overcome. Students will understand the skills, attributes and values that professionals in the care industry require to be effective practitioners and be able to assess the reasons why quality care is not always delivered. Students will be able to identify the factors that impact on health and wellbeing and analyse health indicators. They will be able to put in place health improvement plans with smart long- and short-term targets that meet the needs, wishes and circumstances of the service users</p>	<p>Achieve a BTEC qualification at level 1 or 2 in Health and Social Care. Students will develop the skills that will help them to personally make more informed decisions about their health and wellbeing. They will have an understanding of the health and care sector and how services can be accessed. They will be able to develop plans that will help to improve the health and well being of individuals. The skills they will develop will allow them to assess case studies and research the services and provision that will best meet an individual's needs</p>
Spring	<p>To identify the different sources of support available to service users and whether they give advice, practical or information. Students will learn to assess the success of the support in terms of the growth and development of the individual.</p> <p>Students will have 2 weeks completing their assessed piece of coursework for component 1.</p> <p>Component 2 Study of main health conditions affecting the health and well being of people in today's society the risk factors and impact on everyday life</p>	<p>Use health indicators to plan health improvement plans for individuals, recognizing abnormal readings and the interventions needed to improve this reading in an attempt to reduce future health problems. They will develop the skills to put in place smart short and long term targets for the individuals that take into consideration the needs, wishes and circumstances of the individual. They will understand what barriers may exist to the successful completion of a health improvement plan and how these can be reduced or removed.</p>		



Summer	<p>Students will be able to identify the primary and secondary health care a service user may need and understand how these work together to deliver quality care. They will know what allied health professionals are and how they support the primary and secondary care.</p> <p>Students will identify barriers to accessing care and how they can be overcome.</p> <p>Students will know the skills, attributes and values that support quality care and be able to identify them</p>	<p>Revision of component 3 work on Health and well being in preparation for the component 3 exam.</p>		
Rationale for these specific components and composite outcomes:	<p>Topics build upon each other in terms of an understanding of the 4 areas of growth and development. To understand the impact of ill health and poor lifestyle the students first have to understand the developmental norms. This is placed so that students can access and complete the set task in the February of year 10. Students can then begin to understand the main health conditions in society and appreciate the services they will require to support them. This unit is complete in the summer term to allow access to the set assignment at the beginning of the year 11 course. Thus, the assessments are spread throughout the course.</p>	<p>With the exception of the completion of the coursework in a 2-week window at October half term the second year of the course delivers the health and well being component that ties together knowledge from the 2 internally assessed units. Students are developing their exam technique and all focus can be on the terminal examination</p>		
<p>How is challenge embedded into the KS4 curriculum?</p> <p>The subject is guided by the course guide but the students' areas of interest and their planning for the assignments ensure that the most able are able to produce reports reflecting their interest and their knowledge. The use of case studies throughout the course allows students to develop the understanding of the challenges faced by the health and social care sector in meeting the demands of the ever-changing society.</p>			<p>How does the KS4 curriculum above build on prior knowledge from KS3 and adequately prepare the student for KS5?</p> <p>Work in Key stage 3 science has covered non-communicable disease and risk factors. This course identifies the expected norms of development and health. The students then assess the factors that impact on these two areas. The course lends itself to level 3 courses at local institutions in health and social care and child care. There is a large labour market delivering health and care with many career prospects.</p>	