



## Health and Social Care

### Curriculum Overarching Intent

Give students an insight into aspects of the health and social care including how the human develops from birth to death, different types of support that might be used, and how care values are expressed. Equip students with an understanding of how to meet the needs of individuals using services and specialist equipment, whilst challenging stereotypes and discrimination.

### Prior Learning

- *KS3 Science – nutrition (a healthy diet), health (effects of recreational drugs), reproduction*
- *KS3 PE – long term health benefits of physical activity*
- *KS3 PSHE – relationships, mental and emotional disorders, health and wellbeing*

	Vision	Key Concepts and Key Skills
<b>Year 13</b>	Identify a wide range of people who work in health and social care settings and understand the role they play in the care of service users. Understand how to spot the signs and symptoms of a range of physiological disorders to support diagnosis and treatment. Understand the health and social care needs of individuals with additional needs, including how statutory provision can support them. Looking at the history of the NHS and the aims of Public Health England to address patterns of health and ill health across the population.	Applying knowledge of health and care systems and how they can be applied to meet the needs of individuals. Understand how public health policy is formed and adapted to meet the health needs of the population. Developed knowledge of multidisciplinary teams and their benefits to providing care, including types of carers and care settings.
<b>Year 12</b>	Expanding knowledge on PIES, including the application of key behavioural theorists and how they explain development across the life stages. The use of multidisciplinary teams to support people with health and social care needs. Understand how to spot signs of abuse and how to promote safe practice to support patient safety. Understand how research into health and social care can impact provision for service users.	Apply knowledge of theorists to show an understanding of how development can be impacted. How to write extended exam style questions. Apply knowledge of legislation and policy to explain how to maintain patient safety. Apply knowledge of research methods to conduct secondary research and analyse existing research for validity and reliability.
<b>Year 11</b>	Understand how to maintain good health and wellbeing, use physiological indicators to help determine health and create health plans to improve health.	How to answer exam style questions. Performing care values to demonstrate knowledge. How to use feedback.
<b>Year 10</b>	Understand the principles of PIES (physical, intellectual, emotional and social) in terms of development. Understand how factors that can affect life.	Extended writing skills - how to complete answer assessment tasks. Core principle of PIES.

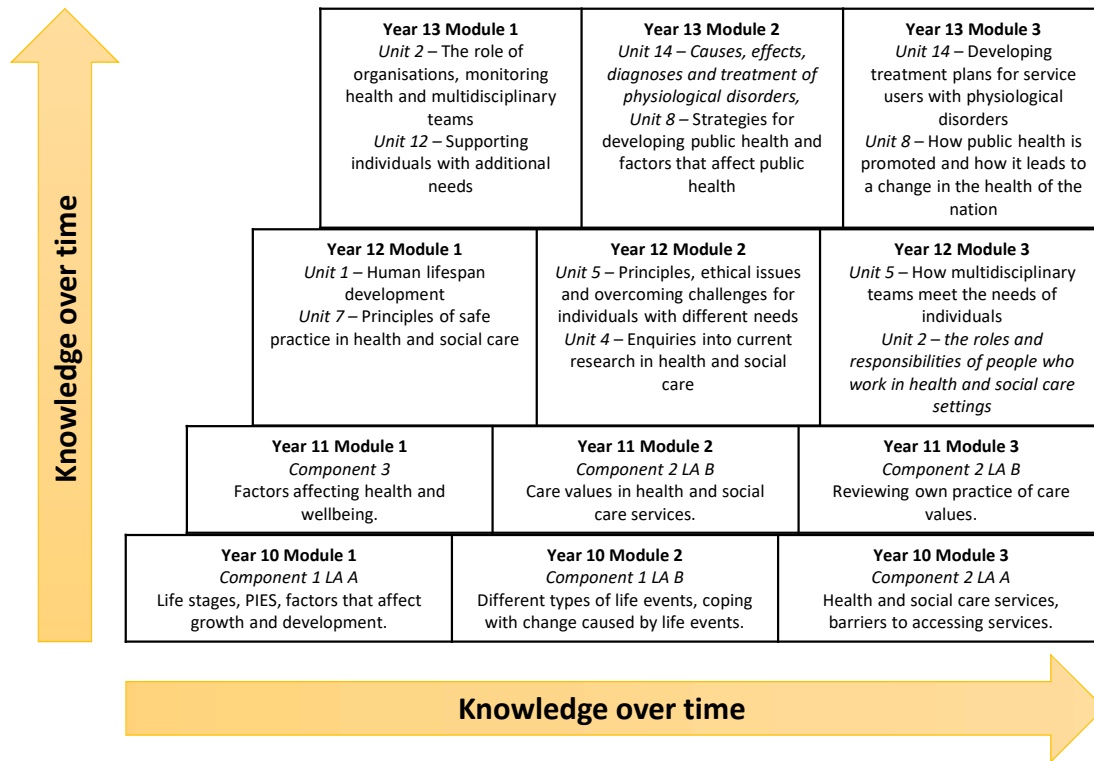
# St Wilfrid's RC College

## Health and Social Care



Our Curriculum Progression Model is:

Readiness for their next step...



Key texts and websites that you can access to support their knowledge development in this subject include:

	Year 10	Year 11	Year 12	Year 13
	<b>Exam board website: Edexcel</b>			
Websites	<ul style="list-style-type: none"> <li><a href="https://www.bbc.co.uk/bitesize/topics/zxfrwmn/articles/zk4bgwx">https://www.bbc.co.uk/bitesize/topics/zxfrwmn/articles/zk4bgwx</a></li> <li><a href="https://www.nhs.uk/mental-health/feelings-symptoms-behaviours/feelings-and-symptoms/grief-bereavement-loss/">https://www.nhs.uk/mental-health/feelings-symptoms-behaviours/feelings-and-symptoms/grief-bereavement-loss/</a></li> <li><a href="https://www.england.nhs.uk/gp/gp/vf/redesign/improving-access/reducing-inequalities-in-access-to-gp-services/">https://www.england.nhs.uk/gp/gp/vf/redesign/improving-access/reducing-inequalities-in-access-to-gp-services/</a></li> </ul>	<ul style="list-style-type: none"> <li><a href="http://www.health.org.uk/sites/default/files/What-makes-us-healthy-quick-guide.pdf">http://www.health.org.uk/sites/default/files/What-makes-us-healthy-quick-guide.pdf</a></li> <li><a href="https://eput.nhs.uk/about-us/nhs-constitution/nhs-core-values/">https://eput.nhs.uk/about-us/nhs-constitution/nhs-core-values/</a></li> <li><a href="https://www.teachingenglish.org.uk/article/role-play">https://www.teachingenglish.org.uk/article/role-play</a></li> </ul>	<ul style="list-style-type: none"> <li><a href="http://www.nhs.uk/Conditions/social-care-and-support-guide/Pages/vulnerable-people-abuse-safeguarding.aspx">http://www.nhs.uk/Conditions/social-care-and-support-guide/Pages/vulnerable-people-abuse-safeguarding.aspx</a></li> <li><a href="https://www.england.nhs.uk/wp-content/uploads/2017/02/adult-pocket-guide.pdf">https://www.england.nhs.uk/wp-content/uploads/2017/02/adult-pocket-guide.pdf</a></li> <li><a href="http://www.skillsforcare.org.uk/Document-library/Skills/Mental-health/Principles-to-practice---good-mental-health-and-wellbeing-in-adult-social-care.pdf">http://www.skillsforcare.org.uk/Document-library/Skills/Mental-health/Principles-to-practice---good-mental-health-and-wellbeing-in-adult-social-care.pdf</a></li> <li><a href="http://www.hpc-uk.org">www.hpc-uk.org</a></li> </ul>	<ul style="list-style-type: none"> <li><a href="https://www.diabetes.org.uk/">https://www.diabetes.org.uk/</a></li> <li><a href="https://www.macmillan.org.uk/">https://www.macmillan.org.uk/</a></li> <li><a href="https://www.bhf.org.uk/">https://www.bhf.org.uk/</a></li> <li><a href="https://www.downs-syndrome.org.uk/">https://www.downs-syndrome.org.uk/</a></li> <li><a href="https://www.spinalcord.com/paraplegia">https://www.spinalcord.com/paraplegia</a></li> <li><a href="https://theros.org.uk/">https://theros.org.uk/</a></li> <li><a href="https://www.alzheimers.org.uk/">https://www.alzheimers.org.uk/</a></li> </ul>
Key texts and books	<ul style="list-style-type: none"> <li>Lifespan Development, D. Boyd, H. Bee</li> <li>Roald Dahl, M. Dennison</li> <li>I Am Malala, M. Yousafzai</li> <li>No Spin: My Autobiography, S. Warne</li> <li>My Story, M. Monroe</li> </ul>	<ul style="list-style-type: none"> <li>Beloved, T. Morrison</li> <li>The Teenage Guide to Stress, N. Morgan</li> <li>Alice Austin Lived Here, A. Gino</li> <li>Read Between the Lines, M. Duffy</li> <li>Split Survival Kit, R. Fitzgerald</li> </ul>	<ul style="list-style-type: none"> <li><i>Safeguarding Adults and the Law</i> (M. Mandelstam)</li> <li><i>Safeguarding Adults under the Care Act 2014: Understanding Good Practice</i> (A. Cooper)</li> <li><i>Level 3 (Adults) Health and Social Care Diploma: Candidate Book 3<sup>rd</sup> Edition</i> (Y. Nolan)</li> <li><i>Adult Nursing</i> (P. Lemone et al.)</li> <li><i>This is Going to Hurt</i> (A. Kay)</li> <li><i>The Fault in Our Stars</i> (J. Green)</li> <li><i>One Flew Over the Cuckoo's Nest</i> (K. Kesey)</li> </ul>	<ul style="list-style-type: none"> <li>Public Health (R.M. Caron, J. Merrick)</li> <li><i>The Essential Guide to Public Health and Health Promotion</i> (S.R. Thompson)</li> <li><i>BTEC Level 3 National Health and Social Care Student Book 2</i> (Billingham et al)</li> </ul>