

## Theme Mapping

### *What are the aims of specific stages of the curriculum?*

**Year 10:** By the end of the year, Learners will understand how people grow and develop over the course of their lives, from infancy to old age, this includes physical, intellectual, emotional and social development, and they will have a knowledge of the different factors that may affect them. Learners will have an understanding of how individual’s development can be affected by major life events, such as marriage, parenthood or moving house, and will know how people can adapt to these changes, as well as the types and sources of support that can help them. Learners will have also developed transferable skills, such as written and communication skills. Learners will also develop an understanding of health and social care services that are available to help and support services users and the barriers they may face in accessing them.

**Year 11:** By the end of the year, Learners will understand the importance of ‘care values’ and why they are required when providing good health and social care services, along with the importance of demonstrating them in order to safeguard people from harm and abuse. Learners will also develop an understanding of factors that can have a positive or negative influence on a person’s health and wellbeing. They will know how to interpret physiological and lifestyle indicators, along with how to use this information to design an appropriate plan for improving someone’s health and wellbeing, including short- and long-term targets. Additionally, learners will understand the difficulties an individual may face when trying to make these changes. They will have developed skills in analysing information and communicating for a specific purpose, which will support their progression.

The table below will help you to map out which topics will be taught where, and how the overarching themes are developed across these throughout the curriculum – *Use the colours from STEP 2*

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
10	Human Life Span Development – Learning Aim A	Human Life Span Development – Learning Aim A	Human Life Span Development – Learning Aim B	Health and Well Being	Health and Well Being	Health and Well Being
		Human Life Span Development – Learning Aim B				
11	Care Values - Learning Aim A	Care Values – Learning Aim A	Care Values - Learning Aim B	Health and Well Being	Health and Well Being	
		Care Values - Learning Aim B				

## Medium Term Planning

### YEAR 10

	AUT1	AUT2	SPR1	SPR2	SUM1	SUM2
<b>By the end of this programme of study, pupils will...</b>	Learners will have explored different aspects of growth and development across the life stages using the physical, intellectual, emotional and social areas of development (PIES).	<p>Learners will have explored the different factors that have affected an individual's growth and development.</p> <p>Life events are expected or unexpected events that occur in an individual's life. Learners will explore the different events that can effect on people's physical, intellectual, emotional and social development.</p>	Learners will explore how individuals can adapt or be supported through changes caused by life events.	Learners will have explored how factors can affect an individual's health and wellbeing positively or negatively	Learners will have explored the features of health and wellbeing improvement plans. It links to, and consolidate knowledge and understanding from Component 2, in particular support services and care values in terms of the need for a person-centred approach. The importance of a person-centred approach that takes into account an individual's needs, wishes and circumstances.	Learners will have explored how factors can affect an individual's health and wellbeing positively or negatively
<b>Core Course Topics:</b>	A: understanding human growth and development across life stages and the factors that effect it	A & B	B: Investigate how individuals deal with life events	Factors that affect Health and Wellbeing	Interpreting Health Indicators	Person Centred Health and Wellbeing Improvement Plan

<p><b>Powerful Knowledge:</b> <i>Knowledge to be reviewed and retained for future learning</i></p>	<p>Understanding the Key aspects of 4 areas of development and the differentiation of the 6 life stages:          Infancy (0-2),          Childhood (3-8)          Adolescence (9-18)          Early adulthood (19-45)          Middle Adulthood (46-65)          Later adulthood (65+)</p> <p>Four areas of development – Physical, Intellectual, Emotional and Social          Abbreviation taught to students = PIES</p>	<p>Understanding of the different Physical, Social and Cultural and Economic factors that affect a person's growth and development.          Example 1:          Discussing how poor housing conditions could affect a person's health and wellbeing</p> <p>Example 2:          Understanding how Dementia can affect a person's independence and ability to maintain relationships with others</p>	<p>Applying the theory learnt to real life scenarios developing an understanding of expected and unexpected Life events. A range of case studies will be used to develop students understanding.</p> <p>Examples of expected life events:          Giving birth and parenthood          Job          School          Relationships</p> <p>Examples of unexpected life events:          Illness          Accidents          Divorce          Bereavement          Redundancy</p>	<p>Understand definition of health and wellbeing: a combination of physical health and social and emotional wellbeing, and not just the absence of disease or illness. Also explore the different physical, social, economic and environmental factors that can affect health and wellbeing:</p> <ul style="list-style-type: none"> <li>• Genetic Inheritance</li> <li>• Diet and Exercise</li> <li>• Recreational Drugs</li> <li>• Personal hygiene</li> <li>• Relationships</li> <li>• Religion</li> <li>• Economic situation</li> <li>• Employment</li> <li>• Housing conditions</li> </ul>	<p>The importance of a person-centred approach that takes into account an individual's needs, wishes and circumstances.</p> <p>Understanding Physiological and Lifestyle Indicators: blood pressure, peak flow and BMI measurements. Also interpreting information regarding smoking, alcohol consumption and lifestyle choices.</p> <p>Person-centred care - personalised support based on an individual's needs and preferences.</p>	<p>Explore the features of Health and Wellbeing improvement plans. In particular, support services and care values. In terms of the need for a person centred approach. Learners will also explore the obstacles that individuals can face when implementing these plans and how they may be mitigated.</p> <p>Make use of SMART Targets          Specific          Measurable          Achievable          Realistic          Time          Long term target – 6 months+ something that can be achieved over a year or so</p> <p>Short-term targets - something that an individual can work towards within 6 months</p>
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						<p>Realistic recommendations based on the individuals needs e.g. if the person was smoking 40 cigarettes a day then a realistic target would be to reduce this to 20 a day within the next 6 months.</p> <p>Potential barriers that may prevent an individual from improving their health: Lack of support, time, understanding and finances. For example, an individual who is unemployed and receiving benefits, may not be able to stop smoking by using nicotine patches due to the cost involved.</p>
<p><b>Transferable Skills:</b> <i>Skills that link directly to exam success</i></p>	<p>Communication Literacy Numeracy ICT Research Independent learning Human interaction</p>			<p>Interpreting Data Literacy Numeracy Data Analysis Problem solving - including Smart Targets and Action Plans Independent learning Pattern</p>		

	Pattern Application Evaluation Comparison Research Awareness of personal well-being and empathy for others Resilience Reflection			Application Evaluation Reflection Managing Health and Well being Understand Barriers		
<b>Common Lexicon:</b>	Command Words Subject specific terminology:  PIES Lifespan Life stages Growth Development Characteristics Milestones	Command Words Subject specific terminology:  Impact Influence Motor Skills Inheritance Genetics Factors Impact Unexpected Expected Coping	Command Words Subject specific terminology:  Life Events Bereavement Circumstances Adapting Strategies Economic Psychological	Acute Chronic Short and Long Term Monitor Nicotine Addiction Social Class Material Possessions Income Pollution Self esteem	Physiological Cardiovascular system Arteries Blood Pressure Peak Flow Body Mass Index Waist circumference Potential Significance Pulse Rate Consumption Targets	Collaboratively Empathy Goal Norm Smart Targets Review Formal Informal Psychological Obstacles Time Scale Stigma Barriers
<b>Assessment Focus:</b>	The development of core knowledge, how an individual cope's with major life events and has an understanding of the support available to them			External Synoptic Assessment - build directly on Components 1 and 2 and enable learning to be brought together and related to real life scenarios		
<b>Ambition Curriculum Links:</b>	<ul style="list-style-type: none"> <li>• Apprenticeships</li> <li>• Level 3 Qualification</li> <li>• Sixth Form</li> <li>• Community College</li> <li>• Working within a Health or Social Care Sector</li> <li>• University Degrees in aspects of Health and Social Care</li> </ul>					
<b>Extension Reading/Activities:</b> <i>Relevant trips, visits, PSHE links, enrichment activities, clubs, etc</i>	<ul style="list-style-type: none"> <li>• Health care Academy with NHS carousel of careers and apprenticeship opportunities linking with progression</li> <li>• Care Home Visits – enabling students to have real life experiences of applying care values – links with component 2 and 3</li> <li>• Medical Mavericks - medical roadshow and online resources highlighting careers in Healthcare linking in to Component 1/2/3</li> </ul>					

	<ul style="list-style-type: none"> <li>• Guest Speakers and Professional Placements who come into school to discuss job roles and responsibilities also the students have an opportunity to interview these professionals links with Component 2 services and component 3</li> <li>• School Visits by Pregnant parents linking in with Human life span development component 1</li> <li>• Work Experience - tailored work experience opportunities in local health and social care organisations.</li> <li>• Utilising Community Links - Local religious, community, charity and volunteer organisations.</li> <li>• Extended Reading - Community Care – careers booklets, medical mavericks magazine</li> <li>• PHSE Topics – Sexual Health, Alcohol, Hygiene, Smoking and Recreational Drugs and developing transferable life skills</li> <li>• Current affairs – keeping up to date with health and social care related issues</li> <li>• Voluntary work – develop skills such as Communication, Teamwork, Empathy and Respect</li> </ul>
<b>Online Resources:</b> <i>GCSEPod, Seneca, MyMaths, etc.</i>	<p>Pearson Active Learn Text Book and worksheets - provides additional support with differentiation and revision for Component 3</p> <p>BBC iplayer – Available Relevant Content such as Ambulance - One born every minute – Elizabeth is Missing - becoming a family linking to Components 1/2/3</p> <p>4 OD 99 what’s your emergency – Care home for 4 year olds - Born to be different - Still Alice – The upside – linking to Components 1/2/3</p> <p>Seneca - genetic diseases linking to Component 1 and 3 cross curricular link</p> <p>Forms recall retrieval home works quizzes</p> <p>SAM Learning - infancy - component 1 cross curricular Child Development</p> <p>Zig and Zag - Online resources and activities to enhance all components</p> <p>Teams - To access audio lessons and interactive resources</p> <p>YouTube Videos:</p> <ul style="list-style-type: none"> <li>• Ross Kemp: Living with Dementia - to be appreciate the holistic impact on individual's health and wellbeing during later adulthood</li> <li>• Professor Green: Living in Poverty – to develop understanding of economic factors</li> <li>• Poor House Rich House – to appreciate the impact of housing, support and relationships</li> <li>• You are What you Eat - To comprehend the physical impact of a healthy and unhealthy diet All Components</li> </ul>
<b>Sequenced From:</b>	Autumn/Spring Term Year 10 Introduction to course and Component 1 Learning Aim A and B
<b>Sequenced To:</b>	Spring/Summer Term Component 3 Learning Aim A, B and C

	AUT1	AUT2	SPR1	SPR2		SUM1	SUM2
<b>By the end of this programme of study, pupils will...</b>	Learners will explore the health and social care services that are available and why individuals may need to use them and barriers that can make it difficult to use these services and how these barriers can be overcome.	Learners will have explore and practice applying the different care values that are key to the delivery of effective health and social care services	Learners will have reflected on own application of care values, including using teacher or service-user feedback.	Learners will have explored how factors can affect an individual's health and wellbeing positively or negatively	Learners will have explored the features of health and wellbeing improvement plans. It links to, and consolidate knowledge and understanding from Component 2, in particular support services and care values in terms of the need for a person-centred approach. The importance of a person-centred approach that takes into account an individual's needs, wishes and circumstances.	Learners will have explored the obstacles that individuals can face when implementing these plans and how they may be mitigated	
<b>Core Course Topics:</b>	Understand the different types of Health and Social Care	Demonstrate care values and review own practice		Factors that affect Health and Wellbeing	Interpreting Health Indicators	Person Centred Health and Wellbeing	

	and barriers to accessing them					Improvement Plan	
<b>Powerful Knowledge:</b> <i>Knowledge to be reviewed and retained for future learning</i>	Gaining a knowledge of Primary, Secondary and Tertiary Health Services and an understanding of Allied Health Professionals and Social Care Services.	Apply theory to practice – Practical activity - can be performed as a role-play or real-life scenario	Evaluate own performance by identifying the strengths and weaknesses of how effectively each care value was applied. This can be demonstrated as a practical task – interaction with a group of individuals and by reflecting on own performance and making reference of the feedback received from teacher.	Understand definition of health and wellbeing: a combination of physical health and social and emotional wellbeing, and not just the absence of disease or illness. Also explore the different physical, social, economic and environmental factors that can affect health and wellbeing: <ul style="list-style-type: none"> <li>• Genetic Inheritance</li> <li>• Diet and Exercise</li> <li>• Recreational Drugs</li> <li>• Personal hygiene</li> <li>• Relationships</li> <li>• Religion</li> <li>• Economic situation</li> <li>• Employment</li> <li>• Housing conditions</li> </ul>	The importance of a person-centred approach that takes into account an individual’s needs, wishes and circumstances.	Explore the features of Health and Wellbeing improvement plans. In particular, support services and care values. In terms of the need for a person centred approach. Learners will also explore the obstacles that individuals can face when implementing these plans and how they may be mitigated.	
	Examples of the different Health Care Services:	Consider and demonstrate how the different Care Values can be applied in a situation	Consider the benefits of applying each of the care values and the impact on the service user (s).				
	Primary – Dentist, GP Surgery or Opticians	Empowerment - for example by promoting choice					
	Secondary – specialist medical care received from a hospital or clinic – Gynaecologist or a Cardiologist	Promoting independence - for example by encouraging a service user to complete a task on their own with some support					
	Tertiary Care - End of Life Palliative Care						
	Allied Health – Occupational therapy, Dietician or Physiotherapy	Promoting Dignity - for example by preventing the service user from being exposed or embarrassed					
	Examples of Social Care Services:				Person-centred care - personalised support based on an individual's	Long term target – 6 months+	



	<p>Day Care Homes, Residential Homes, Foster Care and Youth centres</p> <p>Applying their findings from research of service provision in the local community to case studies, highlighting the distinction between Health and Social Care Services.</p> <p>Students will need to look at a range of different Health care and Social care services and consider how each one will support the needs of individual service users.</p> <p>They will also need to examine how effective each service is by making direct links back to the case study.</p>	<p>Maintaining Confidentiality - for example by keeping information safe and secure</p> <p>Safeguarding – for example by ensuring that the environment is safe and secure</p> <p>Taking an anti-discriminatory approach – for example by entitling service users to their human rights and respecting their individual needs</p>			<p>needs and preferences.</p>	<p>something that can be achieved over a year or so</p> <p>Short-term targets - something that an individual can work towards within 6 months</p> <p>Realistic recommendations based on the individuals needs e.g. if the person was smoking 40 cigarettes a day then a realistic target would be to reduce this to 20 a day within the next 6 months.</p> <p>Potential barriers that may prevent an individual from improving their health: Lack of support, time, understanding and finances. For example, an</p>	
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<b>Transferable Skills:</b> <i>Skills that link directly to exam success</i>	Interpreting Data Literacy Numeracy Data Analysis Problem solving including Smart Targets and Action Plans Independent learning Pattern Application Evaluation Reflection Managing Health and Well being Understand Barriers	Performance Practice Peer Assessment Reflection Human Interaction Communication Ethics Community Awareness Cultural Diversity Contextual Role Play Evaluation		Interpreting Data Literacy Numeracy Data Analysis Problem solving - including Smart Targets and Action Plans Independent learning Pattern Application Evaluation Reflection Managing Health and Well being Understand Barriers			
<b>Common Lexicon:</b>	Command Words Subject specific terminology:  foster care, residential care, youth work learning disabilities, sensory impairments, long-term health issues respite care Multi- Agency Working	Command Words Subject specific terminology:  Differing cultural beliefs Social stigma Differing first language Impairments Physiological Geographical	Command Words Subject specific terminology:  Person Centred Approach Care Values Reviewing Improvement Collaborative Working Observation	Command Words Subject specific terminology:  Acute Chronic Short and Long Term Monitor Nicotine Addiction Social Class Material Possessions Income	Command Words Subject specific terminology:  Potential Significance Pulse Rate Consumption Targets Collaboratively Empathy Goal Norm		

	domiciliary care Social Care	Barrier Sensory Physical Cultural Socio-economic Resource	Feedback Safeguarding Confidentiality Empowerment Promoting independence Dignity and Respect Anti-discriminatory Practice	Pollution Self esteem Physiological Cardiovascular system Arteries Blood Pressure Peak Flow Body Mass Index Waist circumference	Smart Targets Review Formal Informal Psychological Obstacles Time Scale Stigma Barriers	
<b>Assessment Focus:</b>	External Synoptic Assessment - build directly on Components 1 and 2 and enable learning to be brought together and related to real life scenarios	Reflective practice through the development of skills and techniques that allow learners to respond to feedback and identify areas for improvement using relevant presentation techniques.	External Synoptic Assessment - build directly on Components 1 and 2 and enable learning to be brought together and related to real life scenarios			
<b>Ambition Curriculum Links:</b>	Apprenticeships Level 3 Qualification 6 <sup>th</sup> for Centres Community College Working within a Health or Social Care Sector University Degrees in aspects of Health and Social Care					
<b>Extension Reading/Activities:</b> <i>Relevant trips, visits, PSHE links, enrichment activities, clubs, etc</i>	Health care Academy with NHS carousel of careers and apprenticeship opportunities linking with progression Care Home Visits – enabling students to have real life experiences of applying care values – links with component 2 and 3 Medical Mavericks - medical roadshow and online resources highlighting careers in Healthcare linking in to Component 1/2/3 Guest Speakers and Professional Placements who come into school to discuss job roles and responsibilities also the students have an opportunity to interview these professionals links with Component 2 services and component 3 School Visits by Pregnant parents linking in with Human life span development component 1 Work Experience - tailored work experience opportunities in local health and social care organisations. Utilising Community Links - Local religious, community, charity and volunteer organisations. Extended Reading - Community Care – careers booklets, medical mavericks magazine					

		<p>PHSE Topics – Sexual Health, Alcohol, Hygiene, Smoking and Recreational Drugs and developing transferable life skills</p> <p>Current affairs – keeping up to date with health and social care related issues</p> <p>Voluntary work – develop skills such as Communication, Teamwork, Empathy and Respect</p>	
<p><b>Online Resources:</b>  <i>GCSEPod, Seneca, MyMaths, etc.</i></p>		<p>Pearson Active Learn Text Book and worksheets - provides additional support with differentiation and revision for Component 3</p> <p>BBC iplayer – Available Relevant Content such as Ambulance - One born every minute – Elizabeth is Missing - becoming a family linking to Components 1/2/3</p> <p>4 OD 99 what’s your emergency – Care home for 4 year olds - Born to be different - Still Alice – The upside – linking to Components 1/2/3</p> <p>Seneca - genetic diseases linking to Component 1 and 3 cross curricular link</p> <p>Forms recall retrieval home works quizzes</p> <p>SAM Learning - infancy - component 1 cross curricular Child Development</p> <p>Zig and Zag - Online resources and activities to enhance all components</p> <p>Teams - To access audio lessons and interactive resources</p> <p>YouTube Videos:</p> <ul style="list-style-type: none"> <li>• Ross Kemp: Living with Dementia - to be appreciate the holistic impact on individual's health and wellbeing during later adulthood</li> <li>• Professor Green: Living in Poverty – to develop understanding of economic factors</li> <li>• Poor House Rich House – to appreciate the impact of housing, support and relationships</li> </ul> <p>You are What you Eat - To comprehend the physical impact of a healthy and unhealthy diet All Components</p>	
<p><b>Sequenced From:</b></p>		<p>Autumn/Spring Term Year 11 Component 2 Learning Aim A and B</p>	
<p><b>Sequenced To:</b></p>		<p>Spring/summer term revisit Component 3 Learning Aim A, B and C</p>	