



At CP Riverside, respect, confidence, acceptance and positivity are our core values and the BTEC L1 Health and Social Care Award embodies these values along with compassion, empathy, commitment and empowerment as the study of care values is at the heart of the qualification. These values are vital to ensuring students become empowering, tolerant and educated citizens that contribute positively to society. The curriculum intent is for students to study how we as humans grow and develop and factors that can help and hinder that development. This learning is fundamental to improving the health and wellbeing of our students as well as giving them a deeper understanding of some of the influences and barriers to health. As the course is vocational, it takes an engaging and practical approach to assessment. Students will examine care values in practical settings and be encouraged to work as part of a team in small group work as well as independently to develop their own employability skills. The course is sequenced so that students can not only be assessed by an exam but also learn how to effectively write assignments which helps prepare them for FE. The pandemic has highlighted just how vital the need is for health professionals and that the health and social care industry is in high demand for future nurses, social workers and personal carers. The qualification is an inspiring course that gives students the opportunity to explore a wide range of caring professions and can sow seeds of aspiration of FE and HE pathways within the healthcare field.

KS4	
AUTUMN 2	<p>UNIT 1 Learning Aim A: Explore human growth and development across the life stages</p> <ul style="list-style-type: none"> ● The different life stages people pass through during the life course ● Key aspects of human growth and development at each life stage
AUTUMN 2	<p>UNIT 1 HUMAN LIFESPAN AND DEVELOPMENT Learning Aim B: Investigate factors that affect human growth and development and how they are interrelated</p> <ul style="list-style-type: none"> ● Physical factors that affect human growth and development ● Social, cultural and emotional factors that affect human growth and development ● Economic factors that affect human growth and development ● Physical environment factors that affect human growth and development ● Psychological factors that affect human growth and development ● The expected life events that can affect human growth and development and the positive and negative effects of the events on growth and development ● The unexpected life events that can affect human growth and development and the effects of the events on personal growth and development and that of others Understanding how to manage the changes caused by life events <p>**Unit 1 EXAM - TBC January</p>
SPRING 1	<p>UNIT 2 HEALTH AND SOCIAL CARE VALUES Learning aim A: Explore the care values that underpin current practice in health and social care</p> <p>Confidentiality:</p> <ul style="list-style-type: none"> ● When dealing with records and other information concerning individuals who use services ● Rules of confidentiality, e.g. safe storage of records, not discussing one individual with another, not sharing written information without permission. <p>Dignity:</p> <ul style="list-style-type: none"> ● Preserving the dignity of individuals through appropriate actions. <p>Respect for the individual:</p> <ul style="list-style-type: none"> ● Non-discriminatory and non-judgemental approach to practice ● Carer's responsibility for the care and wellbeing of individuals

- Using appropriate terms when addressing individuals, complying with an individual's cultural and religious requirements – not using terms that are offensive to individuals and groups
- Using inclusive language to promote positive relationships in health and social care, e.g. demonstrating interest in others, demonstrating respect for difference.

Safeguarding and duty of care:

- Ensuring the physical and emotional safety of individuals, including the avoidance of negligence
- Current and relevant codes of practice
- Professional practice.

A person-centred approach to care delivery:

- Placing the individual at the centre of the plan, involving the individual's needs and preferences at the centre of the care plan and involving the individual in decisions about their care.

Learning aim B: Investigate ways of empowering individuals who use health and social care services

- Adapting activities and environments to meet specific needs and enable full participation by individuals
- Providing personalised care, taking account of an individual's rights, preferences, needs, likes and dislikes, the importance of taking individual circumstances into account when planning care
- Difficulties in taking individual circumstances into account when planning care that will empower an individual, e.g. availability of resources, effects on other service users, physical limitations
- A willingness to work with others in partnership, including professionals, other workers within a setting, and families
- Promoting choice, recognising the right of an individual to make choices
- Use of preferred methods of communication
- Promoting autonomy, building trust, encouraging feedback, right to advocacy
- Use of positive working practices

SPRING 2

UNIT 4 SOCIAL INFLUENCES ON HEALTH AND WELLBEING

Learning aim A: explore the effects of socialisation on the health and wellbeing of individuals

Topic A.1: Primary and secondary socialisation Primary socialisation:

- Agents, e.g. parents, siblings, carers
- Influence of agents on speech, beliefs and values. Agents of secondary socialisation and their influence:
- Friends and peers
- Media, e.g. advertising, social networking, television, celebrity culture, music, newspapers/magazines
- Other agents, e.g. early years workers at nursery/playgroup, teachers, youth workers, representatives of religions, work colleagues, social workers.

Topic A.2 Effects of socialisation

- Shaping of gender roles, e.g. expectations for male and female behaviour.
- Shaping of attitudes, e.g. the development of tolerance/prejudice, shaping of moral choices, religious and secular beliefs, attitude to authority. ● Development of social norms and values, e.g. views of right and wrong, manners and behaviour, use of language.
- Influence on lifestyle choices, e.g. entering employment/not entering employment, career choices, use of illegal substances, marriage and long-term relationships, alternative lifestyles, religion, use and choice of medical care and treatment, smoking, alcohol consumption, participation in sport or exercise.

Learning aim B: understand the influences that relationships have on the health and wellbeing of individuals

- Different types of relationship: o family, e.g. extended, nuclear, reconstituted, single parent or working, e.g. teacher/student, colleagues, line managers, social, e.g. friends, fellow members of religious and secular groups or intimate and sexual relationships.

- Influences of relationships on individuals' health and wellbeing, e.g. self-esteem, levels of stress and anxiety, effects of dysfunction.

Learning aim C: Investigate the effects of social factors on the health and wellbeing of individuals

Topic C.1 How social factors influence health and wellbeing

- Social factors that influence health and wellbeing, e.g. income, education, occupation, social class, wealth, values and behaviours, family, peers, media, living conditions, gender, culture.
- Effects of social factors on health choices, e.g. diet, smoking, living accommodation, use of recreational drugs, alcohol consumption, participation in sport or exercise, seeking medical care.
- Effects of social factors on health and wellbeing, e.g. to self-esteem, levels of stress and anxiety, access to health and social care services, effect on physical health and wellbeing, long-term effects on health and wellbeing.

SUMMER 1

UNIT 5 PROMOTING HEALTH AND WELLBEING

Learning aim A: Explore the purpose, types and benefits of health promotion

Topic A.1 Health promotion

- Provision of information and education both to individuals and to the nation
- Purpose – promotion of healthy ideas and concepts to motivate people to change behaviour and adopt healthy lifestyle choices
- Aims of health-promotion activities
- Health risk advice
- Health-promotion campaigns – local or national initiatives targeted at large audiences with the aim of raising awareness of health-related issues, use of different forms of media
- Medical intervention

Topic A.2 Benefits of health promotion to both the health and wellbeing of the individual and the nation

- Individual and national issues

Learning aim B: Investigate how health risks can be addressed through health promotion

Topic B.1: Targeting selected health risks

- Topics for health promotion and their associated effects on health
 - research using different sources
 - health-promotion materials
 - target groups
 - health-promotion materials appropriate to target group
 - evaluation of strategy

SUMMER 2

- Year 10/11 Assignment Completion workshops
- Year 10 extended health promotion display team project
- Resit Unit 1 Exam/revision
- Further progression in health and social care